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ABSTRACT

The Swedish National Board of Education studied 7,095 youth (mostly immigrants) who were in grade 9 of compulsory school in 1978-79 and who spoke a language other than Swedish at home. The part of the study reported on here focused on the concern that young immigrants leaving compulsory school tend less frequently than Swedish pupils to go on to (voluntary) upper secondary school. In 1979, study results indicated an average of 69% of pupils with other home languages (compared with 80% of Swedish home speakers) went straight on to upper secondary school. Pupils with other home languages who nontheless had a strong command of Swedish went on to upper secondary school with nearly the same frequency as Swedish home speakers, but pupils with less of a command of Swedish had lower average marks when applying for upper secondary school. However, those not having a command of Swedish comparable to Swedish pupils' represented a minor proportion (17%) of all pupils with other than home languages. Similarly, in the area of choice of line of studies, other home language students with a strong command of Swedish were more likely than those with less Swedish ability to choose a line similar to that of Swedish home speakers. In grade 9, 75% of pupils who had a lower command of Swedish attended auxiliary Swedish lessons. And finally, only a small proportion of the over 2,000 pupils with other home languages who did not go straight on to upper secondary school in 1979 participated (1979-80) in one of the introductory courses designed to make it easier for young immigrants to embark on upper secondary schooling. (KH)

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COMPULSORY SCHOOL LEAVERS IN 1979 WITH HOME LANGUAGES OTHER THAN SWEDISH

Interim Report 1
Translation: Roger G Tanner

- How many go on to upper secondary school?

- The transition of various language groups to upper secondary school etc.

- The educational choices of men and women respectively.

- Differences between pupils with different degrees of proficiency in the Swedish language.

- Average marks in grade 9.

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SUMMARY

The group of young persons studied in this survey are pupils with home languages other than Swedish (referred to below as "pupils with other home languages") who were in grade 9 of compulsory school in the school year 1978/79. For present purposes, a home language is a language constituting a living element in the pupil's domestic environment. The group numbers 7 095 pupils. At least 50 different home languages are represented. Half the pupils in the group have Finnish as their home language. In this report, pupils having home languages other than Swedish are compared with pupils having Swedish as their home language and attending grade 9 of compulsory school in the school year 1978/79.

The great majority of pupils with other home languages are commonly referred to as immigrant children, i. e. they are the children (or grandchildren) of immigrants. But a small proportion of pupils with other home languages belong to native Swedish minorities such as the Lapps, the Finnish-speaking population of Tornedalen, Gypsies etc.

Transition to upper secondary school

In 1979 an average of 69 per cent of pupils with other home languages (7 095) went straight on to upper secondary school on leaving compulsory school.

Nearly 80 per cent of pupils having Swedish as their home language (105 000 approx.)went straight on to upper secondary school from grade 9 of compulsory school.

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The proportion of all grade 9 pupils going on to upper secondary school has steadily risen in the past few years. In 1975 and 1976, 67 and 71 per cent respectively of all grade 9 pupils went straight on to upper secondary school. Thus the transition frequency among pupils with other home languages is now the same as for all pupils three or four years ago.

There is a great difference in terms of transition frequency between those pupils with other home languages who on the whole have the same command of the Swedish language as average Swedish pupils (74 per cent transition rate) and those who do not have as firm a command of Swedish as the average Swedish pupil (46 per cent transition rate). Thus the pupils with other home languages who have practically the same command of the Swedish language as Swedish pupils go straight on to upper secondary school to practically the same extent as pupils having Swedish as their home language.

Pupils who do not have as firm a command of the Swedish language as Swedish pupils have a much lower average mark (2.7 approx) when applying for upper secondary school than pupils with other home languages who have the same command of Swedish as Swedish pupils. The average mark for the latter group is 3.3.

Pupils not having the same command of the Swedish language as Swedish pupils are only a minor proportion (17 per cent) of all pupils with other home languages. The Assyrian/Syrian, Arabic-speaking, Romany-speaking, Spanish-speaking and Turkish-speaking group has on average the poorest command of Swedish. This group also has a low rate of transition to upper secondary school. By contrast, the Esthonian-speaking, French-speaking, Dutch-speaking, Italian-speaking, Czech-speaking and German-speaking group, which has the best average command of Swedish, has a high transition rate compared with other pupils with other home languages.

There are instances both of language groups in which women have a higher rate of transition to upper secondary school than men and vice versa. If, however, all pupils with other home languages are considered on average, there is no substantial difference between male and female students in terms of transition rates.

Choice of line

Barely two out of every five pupils having Swedish as their home language and starting upper secondary school enter a three or four-year line of studies. The same goes for those pupils with other home languages who have the same command of Swedish as Swedish pupils. Barely one out of every five pupils with less command of the Swedish language than Swedish pupils enters a four or five-year line.

Participation in auxiliary instruction

Auxiliary Swedish lessons were attended in grade 9 by 75 per cent of pupils who did not have the same command of the language as Swedish pupils. The corresponding figure for pupils with other

home languages whose command of Swedish was practically the same as that of Swedish pupils was 10 per cent.

Introductory courses for young immigrants

Only a small proportion of the over 2 000 pupils with other home languages who did not go straight on to upper secondary school in 1979 took part during 1979/80 in one of the introductory courses designed to make it easier for young immigrants to embark on upper secondary schooling. (For the purposes of this survey, pupils admitted to introductory courses are not included among those going on to upper secondary school.)

A coming survey

A survey report to be published in due course will describe how the survey group of pupils with other home languages replied to a questionnaire concerning conditions in and after school. Questions dealt with in this questionnaire include: principal activities during the spring of 1980 (studies/employment etc.), unemployment after compulsory school, reasons for not going on to upper secondary school, and opinions concerning home language instruction and auxiliary Swedish language instruction.

This survey and the coming survey constitute a project which has been initiated and mainly financed by the NBE.

CONTENTS

		Page
1	Introduction	8
1.1	Background and purpose	8
1.2	The concept of the immigrant pupil	9
1.3	Comparison of the present survey with other inquiries	10
1.4	Collection and processing of data	12
1.4.1	The home language pupil register	12
1.4.2	The register of applicants and pupils admitted	17
1.4.3	Multi-programming of the home language pupil register and the register of applicants and pupils admitted	17
1.5	Explanations of terms	18
2	Results of the investigation concerning the pupils having home languages other than Swedish who attended grade 9 in 1978/79	21
2.1	Description of the pupils included in the survey	21
2.1.1	What countries do the pupils come from?	21
2.1.2	The pupils' ages	23
2.1.3	The pupils' command of Swedish	25
2.1.4	Participation in home language instruction and auxiliary Swedish lessons during grade 9	27
2.1.5	Marks gained by applicants for upper secondary school	32
2.2	Proportion of all pupils in grade 9 admitted to and applying for upper secondary school	39
2.2.1	Proportion admitted	39
2.2.2	Proportion applying	51
2.3	Proportion admitted, preferences etc among those applying for upper secondary school from grade 9	55
2.3.1	Reference group of pupils having Swedish as their home language	55
2.3.2	Which lines did the pupils apply for?	56
2.3.3	Proportion of the applicants admitted	62
2.3.4	Which lines were the pupils admitted to?	71

TABLES

No.		Page
1.4.1	Comparison, with reference to home languages, between the number of pupils in grade 9 in 1978/79 according to SCB statistics and the corresponding number of pupils according to the home language pupil register	16
2.1.1-2.1.6	Pupils with home languages other than Swedish in grade 9 in 1978/79	
2.1.1	Proportion aged 16 in 1979	24
2.1.2	Distribution between different levels of proficiency in Swedish	26
2.1.3	Proportion receiving home language instruction or auxiliary Swedish lessons in grade 9	28
2.1.4	Proportion of pupils with different levels of proficiency in Swedish receiving home language instruction or auxiliary Swedish lessons in grade 9	30
2.1.5	Proportion of men and women respectively receiving home language instruction or auxiliary Swedish lessons in grade 9	30
2.1.6	Proportion of pupils with different levels of proficiency in Swedish wishing to receive home language instruction in grade 9	31
2.1.7-2.1.9	Pupils with home languages other than Swedish applying (in main group 1.1) for upper secondary school in the autumn of 1979 from grade 9 in 1978/79	
2.1.7	Average marks	33
2.1.8	Average marks of pupils with different levels of proficiency in Swedish	37
2.1.9	Average marks respectively of pupils admitted and not admitted to upper secondary school	38
2.2.1-2.2.6	Pupils with home languages other than Swedish attending grade 9 in 1978/79	
2.2.1	Proportion admitted to upper secondary school in 1979; men and women respectively	45
2.2.2	Proportion admitted to upper secondary school in the autumn of 1979; pupils with low and high proficiency respectively in the Swedish language	47
2.2.3	Proportion admitted to upper secondary school in the autumn of 1979; pupils respectively receiving and not receiving home language instruction	49
2.2.4	Proportion applying for upper secondary school in the autumn of 1979	53

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TABLES

No.		Page
2.2.5	Proportion of men and women respectively applying for upper secondary school in the autumn of 1979	54
2.2.6	Proportion applying for upper secondary school in the autumn of 1979; pupils with low and high proficiency respectively in the Swedish language	55
2.3.1-2.3.2	Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9, 1978/79	
2.3.1	Percentage distribution by lines of first preference	61
2.3.2	Proportion of men and women respectively admitted to upper secondary school	64
2.3.3-2.3.7	Pupils with home languages other than Swedish admitted to upper secondary school in the autumn of 1979 from grade 9, 1978/79	
2.3.3	Percentage distribution by lines of admission	72
2.3.4	Percentage distribution, men and women respectively, by lines of admission	74
2.3.5	Proportion admitted to three and four-year lines; pupils with low and high proficiency respectively in the Swedish language	77
2.3.6	Proportion admitted to lines of first preference	78
2.3.7	Proportion admitted to lines of first preference; pupils with low and high levels of proficiency respectively in the Swedish language	78
Appendix 1		79
Appendix 2		81
Appendix 3		82

FIGURES

No		Page
2.2.1	Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion admitted to upper secondary school in the autumn of 1979	39
2.2.2	Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion admitted to upper secondary school in different counties in the autumn of 1979	51
2.3.1-2.3.6	Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9 in 1978/79	
2.3.1	Proportion applying for three and four-year lines as first preference	57
2.3.2	Proportion of men applying for technical and natural scientific lines as first preference (Proportion of those with first preferences)	58
2.3.3	Proportion of women applying for arts/social/economics lines as first preference (Proportion of those with first preferences)	59
2.3.4	Proportion admitted to upper secondary school	63
2.3.5	Proportion admitted to upper secondary school; pupils with different levels of proficiency in the Swedish language	66
2.3.6	Proportion admitted to upper secondary school in various counties	67
2.3.7	Pupils having Finnish as their home language and applying for upper secondary school in the autumn of 1979 from grade 9, 1978/79. Proportion admitted in various counties	69
2.3.8	Pupils applying for upper secondary school in the autumn of 1979 from grade 9, 1978/79. Ratio between No. admitted and No. first-preference applicants for various lines. Comparison of pupils with home languages other than Swedish and a group of pupils having Swedish as their home language	70
2.3.9	Proportion of total number of pupils admitted to various lines in the autumn of 1979 comprising pupils with home languages other than Swedish admitted from grade 9, 1978/79	73
2.3.10-2.3.11	Pupils with home languages other than Swedish admitted to a line of upper secondary school in the autumn of 1979 from grade 9, 1978/79	
2.3.10	Proportion of men admitted to technical-natural-scientific lines	75
2.3.11	Proportion of women admitted to arts/social/economics lines	75

1 Introduction

1.1 Background and purpose

Apprehensions have been expressed in various contexts that young immigrants leaving compulsory school tend less frequently than Swedish pupils to go on to upper secondary school. One reason for this is thought to be that immigrant pupils have less command of Swedish than Swedish pupils. An inferior command of the language can make it more difficult to assimilate instruction and to understand the abstract language of the textbooks used at the senior level of compulsory school and in upper secondary school. Lack of educational tradition and motivation is taken to be another reason why immigrant pupils tend less often than Swedish pupils to go on from compulsory school to upper secondary school or else tend to choose different study routes in upper secondary school.

It should be made clear that attention has been paid to the problems encountered by immigrant pupils in school. Various measures of support have been introduced for the benefit of this group of pupils, both in compulsory schools and in upper secondary schools. Auxiliary instruction in the Swedish language, for example, is provided for those pupils who need it, both in compulsory school and in upper secondary school. The auxiliary Swedish lessons which are mainly organized for immigrant pupils are financed by means of a special State grant, and another special-purpose grant is available for home language study guidance and home language instruction for pupils with home languages other than Swedish. This instruction is also provided both in compulsory school and in upper secondary school. Home language instruction is voluntary for the pupils, but it is the duty of municipal authorities, with certain exceptions, to provide this type of instruction if there are pupils who desire it.

The purpose of the investigation reported here was to find out how large a proportion of immigrant pupils apply for or go on to upper secondary school immediately on leaving compulsory school. Separate accounts will be given of various immigrant groups, and a description will also be given of the applicants' preferences between different lines of upper secondary school and the extent to which it has been possible to accommodate those preferences. Comparisons will be made with Swedish pupils.

The investigation described in this report forms part of a larger project, "Immigrant children in school and in the labour market". The second part of this project comprises a questionnaire survey the purpose of which is to compare the situation of pupils with home languages other than Swedish one year after completion of compulsory schooling with the situation at the same juncture of number of pupils having Swedish as their home language. Another purpose of the questionnaire study is to ascertain the pupils' opinions of the auxiliary measures intended for immigrant pupils. The above mentioned questionnaire study will form the subject of a later report.

1.2 The concept of the immigrant pupil

There are various possible definitions of the group commonly referred to as "immigrant pupils". For example, it can be taken to include all pupils of foreign nationality. One drawback to this definition is that the group then fails to include naturalized immigrants. Another disadvantage is that the group of pupils of foreign nationality can include pupils who speak Swedish at home and whose cultural background differs very little from that of the Swedish pupils.

Another way of defining immigrant pupils as a group is in terms of parental antecedents and cultural background. One disadvantage of this latter definition is that particulars of this kind concerning parents can be difficult to come by. If one goes by parental antecedents only, a large group of pupils who do not regard themselves as immigrants are liable to be included.

One important requirement from the school viewpoint is for the definition to delimit a group of pupils who are liable to encounter difficulties at school because of their immigrant background. The fact of a pupil having a home language other than Swedish (i.e. speaking a language other than Swedish at home) can cause difficulties at school, e.g. difficulties of comprehension and expression. A pupil with a home language other than Swedish is also likely to have a different cultural background from that of the average Swedish pupil. These are some of the reasons why the group entitled "pupils having a home language other than Swedish" has been selected for study in this inquiry. It is to be considered an advantage that, in addition to pupils of immigrant parents, this group also includes children belonging to native Swedish minorities such as the Lapps, the Finnish-speaking population of Tornedalen and Gypsies. These groups can encounter difficulties at school resembling those of the immigrants.

The phrase "pupils with home languages other than Swedish" has been consistently employed instead of "immigrant pupils" in the presentation of findings.

In recent years the Central Bureau of Statistics (SCB) has changed its statistical terms of reference from "immigrant pupils" to pupils with home languages other than Swedish. It should be emphasized, however, that pupils with immigrant backgrounds constitute the great majority of pupils having home languages other than Swedish. The Finnish-speaking group too is overwhelmingly dominated by pupils of Finnish origin.

It is worth mentioning that, according to the above mentioned SCB statistics, the number of compulsory school pupils with home languages other than Swedish was 85 449 in the school year 1979/80[1]. Of these pupils, 7 912 were in grade 9. Altogether in the school year 1979/80 there were 1 043 333 compulsory school pupils, 121 216 of whom were in grade 9[2]. Pupils having home languages other than Swedish constituted 8.2 per cent of all compulsory school pupils and 6.5 per cent of all pupils in grade 9.

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1) See Statistiska meddelanden U 1980:17. (The 85 449 pupils include a small number speaking only Swedish at home. See page 14)

2) See Statistiska meddelanden U 1980:6.

The group of pupils studied in this investigation comprises pupils with home languages other than Swedish who were in grade 9 in the school year 1978/79. These pupils were 7 536 in number. (As has already been mentioned, the corresponding figure for the following school year, 1979/80, was 7 913.) The contingent of these pupils which had been in Sweden for the whole of its compulsory school age entered grade 1 in the autumn of 1970. During the nine years for which these pupils attended in the scale of auxiliary measures organized by schools on behalf of immigrant pupils. We may mention that during the school year 1970/71 only 3 854 compulsory school pupils received home language instruction, as against 42 307[1)] in 1978/79. Auxiliary Swedish lessons were received by 10 262 compulsory school pupils in 1970/71 and 32 166[1)] in 1978/79. Guidelines and methodological directions concerning the instruction of immigrant children have been included in the Compulsory School Curriculum since 1969, e.g. in a special curricular supplement (revised in 1973). The rules concerning state grants towards home language instruction and auxiliary instruction in compulsory schools have existed since 1966. In the school year 1977/78 the State grants system was reformed in such a way that grants were made somewhat more generously available for language instruction in compulsory school and a new special-purpose State grant was introduced for similar instruction in upper secondary schools. This reform also made it possible for members of native Swedish minorities having home languages other than Swedish to take part in home language instruction, and it became the duty of municipal authorities, subject to certain exceptions, to arrange home language instruction for pupils desiring it.

1.3 Comparison of the present survey with other inquiries

Comparison with the SCB survey "Young immigrants and upper secondary school" (SMU 1980:27)

SCB has published a bulletin (U 1980:27) containing various data based on the same material as this report. Certain differences between the SCB report and the present report may perhaps appear confusing, and a number of such differences are dealt with below.

SCB refers consistently to "immigrant pupils", meaning the pupils referred to in this report as "pupils having other home languages than Swedish". As has already been made clear, the latter category includes a number of pupils with non-immigrant backgrounds.

In this report the proportion of 16-year-old pupils having Swedish as their home language and going straight on to upper secondary school is estimated by dividing the number of 16-year-olds with Swedish as their home language admitted to upper secondary school in the autumn of 1979 by the number of 16-year-olds in grade 9 in 1978/79 having Swedish as their home language (= 80 %). See App. 3. In the SCB report, the proportion of 16-year-old pupils going straight on to upper secondary school is calculated

1) See SÖ specialinformation P1 1980:8

by taking the number of 16-year-olds admitted to upper secondary school in the autumn of 1979 and dividing it by the total number of pupils (i.e. including those over 16) in grade 9 in 1978/79 (= 75 %). The SCB method entails a considerable underestimate of the transition frequency of 16-year-olds. All data concerning 16-year-olds in SMU 1980:27 represent a similar underestimate.

In this report the proportion of the total number of pupils in grade 9 in 1975/76 admitted to upper secondary school on 15th September 1976 (via data in SMU 1979:24) has been estimated at 72 %. In the above mentioned report SMU 1980:27, SCB has put the transition frequency from grade 9 in 1975/76 to upper secondary school in 1976/77 at 78 per cent. The 78 per cent thus admitted are also taken to include those admitted in the spring of 1977. Consequently the transition frequency of 78 per cent is not comparable, for example, with the 1979 transition frequency of 69 per cent for pupils having home languages other than Swedish. The 69 per cent admitted are only taken to include those who were attending upper secondary school on 15th September 1979.

The proportion of all grade 9 pupils in 1978/79 with home languages other than Swedish applying for upper secondary school, e.g. according to table 2.2.4 in this report, is somewhat higher than the corresponding figure in SMU 1980:27. This is because the figure in SMU 1980:27 only includes as applicants those who are eligible for their first preference. But many of those who are not eligible for their first preferences are eligible for and are often accepted for some other education route they have applied for. This latter group is included in the applicant group in the present report.

Other investigations

In previous attempts to obtain an answer at national level to the much debated question concerning the number of immigrant pupils going straight on to upper secondary school from compulsory school, attention has among other things focussed on the proportion of 16-year-old foreign nationals in upper secondary school. The disadvantage of this method is that some 16-year-old foreign nationals are still attending compulsory school. Consequently, this method is liable to entail an underestimate of direct transitions from compulsory to upper secondary school. Another way of estimating transitions to upper secondary school has been to compare the number of immigrant pupils in grade 9 of compulsory school in a particular year with the number of immigrant pupils in grade 1 of upper secondary school the following year. On hazard of this method is that young persons not coming straight from compulsory school are liable to be included together with immigrant pupils in upper secondary school, so that direct transitions from compulsory school to upper secondary school can be overestimated by this method, which is also dependent on the assessments made by teachers in compulsory and upper secondary schools respectively as to which pupils are immigrant pupils.

In 1975 SCB presented a survey (Statistiska meddelanden U 1975:21) in which a sample population of individual persons who were

foreign nationals in 1967 and were in grade 9 in 1971/72 were followed up for one year after leaving compulsory school, by means of a questionnaire study. (The results of this study are compared with the results of the present inquiry in section 2.2.) The 1975 SCB survey took the form of a sample survey. The sampling procedure precluded measurements of the transition frequency for various sub-groupings among immigrant pupils.

In order to investigate the proportion of pupils going straight on to upper secondary school etc. from compulsory school, the method has been adopted in the present inquiry of investigating, individually for all pupils with home languages other than Swedish in grade 9 in 1978/79, via data from admissions boards and schools concerning the number of persons applying for and admitted to upper secondary school in 1979/80, which pupils applied, which pupils were admitted and so forth. Since this method is a total survey (as opposed to a sample survey), it is possible in this survey to give transition frequencies etc. for very small groups. This method also facilitates a detailed description of the lines of upper secondary school for which pupils with home languages other than Swedish apply and to which they are admitted.

It is to be hoped that the results of this investigation, together with the questionnaire portion of the present project can among other things be used in evaluating present upper secondary school recruitment measures, support measures in compulsory schools for pupils with home languages other than Swedish, and changes that may possibly be called for. The material can also provide a basis for educational and vocational orientation measures addressed to young persons having home languages other than Swedish.

Also see section 2.2.1, under the heading "Previous inquiries".

1.4 Collection and processing of data

1.4.1 The home language pupil register

In order to obtain reliable statistics concerning the extent to which pupils having home languages other than Swedish apply for and are admitted to upper secondary school, work in the course of the present inquiry has been based on a register of all young persons with home languages other than Swedish who were in grade 9 of compulsory school in the school year 1978/79. By running this register together with the register of persons applying for upper secondary school it is possible, for example, to obtain reliable particulars concerning the proportion of pupils admitted to upper secondary school. (The register of applicants for upper secondary school also includes particulars concerning the pupils admitted.)

In order to compile a register of pupils with home languages other than Swedish, material has been used which is produced in connection with SCB's annual inventory of the number of pupils having home languages other than Swedish.

These SCB statistics are compiled in three stages. In the first stage the form master enters certain data concerning, among others, every pupil with a home language other than Swedish, on a class form (App. 1). The data entered in these forms are then

synthesized in the headmaster's office for the school management district as a whole, and a corresponding synthesis is then undertaken by the local education authority for the municipality as a whole. Finally, the LEA's synthesis is transmitted to SCB for processing. The data compiled at municipal and school management district level are group figures. Only the class forms are constructed in such a way that data can be elicited concerning the individual pupil. These class forms are not available centrally but are retained by the school management districts. In order, therefore, to obtain individual data concerning pupils with home languages other than Swedish, class forms for grade 9 have had to be collected from schools. Individual data are needed, for example, in order to see how each of the pupils has fared. To facilitate the identification of individual pupils, the form masters of the pupils in grade 9 in the autumn of 1978 were asked to enter the pupils' national registration numbers in the class form when statistics were being collected for the school year 1978/79.

Permission was obtained from the Data Inspectorate to collect and compile a register of these pupils with home languages other than Swedish who were in grade 9 in the school year 1978/79. The data in the register are protected under the Secrecy Act, which means that everybody using the register must observe full discretion.

Representatives of various immigrant organizations were invited to an information meeting concerning the purpose of this follow-up project. The representatives of the organizations stated on this occasion that it was very important for the project to be carried out, and they had no objections to the project being conducted with the aid of an individualized register of the kind described above.

The register of pupils with home languages other than Swedish in grade 9 in 1978/79 will hereinafter be termed the home language pupil register. This register contains the following particulars concerning each pupil included: national registration number, sex, home language, proficiency in Swedish, participation or non-participation in home language instruction, home language study guidance or auxiliary Swedish lessons, and in the case of pupils not participating in home language instruction, particulars as to whether or not they wished to do so. The grading of the pupils' proficiency in Swedish is explained in greater detail in section 1.5.

Ever since the school year 1974/75, SCB has annually collected particulars concerning the number of pupils with immigrant backgrounds. Up to and including 1977/78, SCB employed a definition including both pupils with home languages other than Swedish and a relatively large group of pupils having Swedish as their only home language.

In its collection of statistics in 1978/79, SCB made use for the first time of a new definition of the group investigated. (The group of pupils followed up in the present survey comprises the very pupils who were in grade 9 according to the 1978/79 SCB statistics.) The new difinition includes all pupils having home

languages other than Swedish and pupils who speak Swedish at home but require auxiliary Swedish lessons because they have attended school in other countries or because they have at least one parent or guardian who speaks or has spoken a home language other than Swedish.

This survey only includes pupils with home languages other than Swedish. As has already been mentioned, the survey group includes certain minority groups with home languages other than Swedish but of Swedish descent. On the other hand it does not include those pupils having Swedish as their principal home language who come within the 1978/79 definition. (These pupils are, however, included in the home language pupil register.)

In certain contexts, the survey group is divided into sub-groups according to the pupils' home languages. If a pupil belongs to one of the two sub-groups (the Assyrian/Syrian and the Yugoslavian) based on descent, the pupil is included in that sub-group irrespective of home language. (Thus a pupil of Assyrian/Syrian origin having Turkish as his home language is included in the Assyrian/Syrian group and not in the Turkish-speaking group.) Section 1.5. provides a more detailed explanation of the meaning of Assyrian/Syrian and Yugoslavian descent. SCB has compiled the home language pupil register in such a way that a separate account can only be given of the 22 sub-groups separately presented in SCB's regular statistics concerning pupils with home languages other than Swedish. In addition to the 22 sub-groups, "other pupils with home languages other than Swedish" can be divided into at least 30 groups, but each of these groups is generally smaller than the least of the 22 groups accounted separately.

There are certain minor differences between the home language pupil register and the regular SCB statistics as regards the total number of pupils and the number of pupils in certain sub-groups. For example, the total number of pupils in grade 9 is 7 466 according to the regular SCB statistics[1] while the corresponding figure according to the home language pupil register is 7 536. (See table 1.4.1.) One possible explanation is that the persons responsible for the compilations at school management district level have differed from the form masters in their assessment of the way in which the pupils should be classified.

The SCB abstract forms for 1978/79 did not include a line for the pupils with Swedish as their home language who come within the previously mentioned definition of the pupils to be included in the statistics. (This item has been re-included in SCB statistics from 1979/80 onwards.) Presumably this has resulted in most of the pupils with Swedish as their home language included in the class forms being grouped under some other home language than Swedish in the abstract forms.[2] Presumably this is the main reason why the number of pupils with certain home languages in the home language pupil register is smaller than the corresponding number in the official SCB statistics. Some pupils having Swedish as their home language have presumably been included in "other languages" in the abstract form. Other pupils having Swedish as their

1) See Statistiska meddelanden U 1979:16

2) Presumably these pupils have two home languages: Swedish and some other language. But Swedish is likely to be their principal home language.

home language have been omitted altogether. The last mentioned fact probably accounts for the total number of pupils in the official statistics being somewhat lower than the total number of pupils in the home language pupil register.

It follows from the above argument that pupils with home languages other than Swedish probably tend more often in the official statistics to have Swedish as a home language parallel to another language than is the case with the corresponding pupils in the home language pupils register.

The proportion of Arabic-speaking pupils in the home language pupil register is larger than in the SCB statistics. The opposite applies to the pupils of Assyrian/Syrian descent. Probably some of the pupils which the home language pupil register includes in the Arabic-speaking group are really of Assyrian/Syrian descent.

Table 1.4.1 Comparison, with reference to home languages, between the number of pupils in grade 9 in 1978/79 according to SCB statistics and the corresponding number of pupils according to the home language pupil register

Home language/ descent	No. according to municipal summaries	No. according to home language pupil register
Arabic	46	53
Assyrian/Syrian descent	104	83
Danish	480	458
English	195	187
Esthonian	74	71
Finnish	3 749	3 673
French	40	30
Greek	210	197
Dutch	47	30
Icelandic	30	26
Italian	151	137
Yugoslavian descent	517	490
Norwegian	198	208
Polish	116	99
Portuguese	34	38
Romany	21	14
Lappish	29	23
Spanish	210	210
Czech	53	47
Turkish	132	128
German	609	546
Hungarian	181	182
Other pupils with home languages other than Swedish (1)	?	165
Pupils speaking Swedish a) at home (2)	?	441
Total 1 + 2	240	606
Grand total	7 466	7 536

a) Pupils requiring auxiliary instruction in Swedish as a foreign language and/or speaking both Swedish and another language as home languages.

There are 82 pupils in the home language pupil register whose national registration numbers have not been traceable. It has nonetheless been possible to ascertain the proportion of this group of pupils included in the register of pupils applying for and admitted to upper secondary school by using other methods instead of matching national registration numbers.

1.4.2 The register of applicants and pupils admitted

SCB compiles annual registers of applicants for upper secondary school. These registers also contain particulars concerning the applicants admitted. Hereinafter this register is referred to as the register of applicants and pupils admitted. The 1979/80 register of applicants and pupils admitted has been used in the present survey. This register lists persons applying to those lines and specialized courses of upper secondary school which began in the autumn term 1979. This was the first occasion on which pupils in grade 9 of compulsory school in 1978/79, e.g. the group with which the present survey is concerned, could start upper secondary school.

The 1979/80 register of applicants and pupils admitted has been compiled by means of particulars obtained from admissions boards concerning the pupils applying for lines and specialized courses of at least one term's duration for which the closing date for applications was 1st March 1979. Data concerning the pupils admitted to upper secondary schools are supplied directly by schools to the register of applicants and pupils admitted during the autumn. These particulars refer to the pupils commencing and, on 15th September, still attending a course of upper secondary schooling lasting for at least one term.

The register of applicants and pupils admitted includes the following particulars, among others: national registration number, the average marks for the spring term of grade 9, main group, lines and/or specialized courses of upper secondary school applied for (in ranking order from 1-6, starting with the first preference), and the line or specialized course, if any, for which the applicant is accepted.

1.4.3 Multi-programming of the home language pupil register and the register of applicants and pupils admitted

In order to gauge the number of pupils with home languages other than Swedish who applied for and gained admittance to upper secondary school, the home language pupil register was computer processed together with the register of applicants and pupils admitted. The register thus compiled includes for each pupil with a home language other than Swedish all the data concerning that pupil which are to be found in the home language pupil register and the register of applicants and pupils admitted. The tables presented in the following pages, illustrating applicants' preferences, transition to upper secondary school, average marks etc, among pupils with home languages other than Swedish are based on this combined register.

Permission for the above mentioned multi-programming was obtained from the Data Inspectorate. The data in the resultant register come under the Secrecy Act and the Data Act, which means that all personnel using the register are obliged to observe full discretion.

The register, which may be retained until the end of 1984, makes it possible to follow up the upper secondary school achievements of the group under consideration.

1.5 Explanations of terms

Home language. A person's home language is the language spoken by that person at home.

Home language instruction. Instruction in home languages, for pupils with home languages other than Swedish. Home language instruction comprises the teaching of the home language and study guidance in that language. (See Chap. 5, Section 10 a, the Education Ordinance.)

Proficiency in Swedish. Particulars concerning pupils' proficiency in Swedish are collected for the SCB statistics concerning compulsory school and upper secondary school pupils having home languages other than Swedish. The form master and a teacher responsible for auxiliary Swedish lessons are asked to rate each pupil's proficiency in the Swedish language according to the following alphabetical scale of assessment.

A. Does not know any Swedish at all.

B. Understands very simple everyday language.

C. Understands and speaks very simple everyday language. Can cope independently with simple language situations at school and in everyday life generally.

D. Understands everyday language but has difficulty with unusual words and abstract terms. Speaks spontaneous Swedish but has a limited vocabulary.

E. Speaks Swedish like an average Swedish pupil but has certain difficulties with the written language and needs extra grammar practice. (For pupils in a special teaching group, e.g. for pupils with hearing impediments, "average" pupils in the special teaching group are to constitute a reference group.)

F. Has the same command of Swedish as an average Swedish pupil. For pupils in a special teaching group, e.g. for pupils with hearing impediments, "average" pupils in the special teaching group are to constitute a reference group.)

(The above scale of assessment is only applied to compulsory school pupils. Another scale applies to upper secondary school pupils.)

Auxiliary Swedish lessons. For present purposes, this term denotes Swedish lessons that can be arranged for pupils having home languages other than Swedish. (See Chap. 5, Section 37, the Education Ordinance.) The term "auxiliary Swedish lessons" has now (from 1980/81) been superseded,for example in "Goals and Guidelines for Compulsory Schools", by the term "Swedish as a foreign language".

Assyrian/Syrian descent. The Assyrians/Syrians are a Christian minority group from Turkey and the Middle East. The following home languages are commonest among pupils of Assyrian/Syrian descent: Arabic, Aramaic, Assyrian, Kurdish, Syrian and Turkish. In this report, pupils of Assyrian/Syrian descent are taken as a single group, regardless of home language.

Yugoslavian descent. In this report, pupils of Yugoslavian descent are taken as a single group, regardless of home language. The following home languages are commonest among pupils of Yugoslavian descent: Albanian, Macedonian, Rumanian, Serbocroatian, Slovakian, Slovenien, Turkish and Hungarian.

Upper secondary school. The upper secondary school study routes consisted in 1979/80 of 24 lines and a large number of specialized courses, the latter varying in duration from a few weeks to several years. The following is a list of the lines of upper secondary school.

Line	Abbreviation	Duration
Economics Line	E	3 yrs
Liberal Arts Line	H	"-
Natural Sciences Line	N	"-
Co-ordinate Natural Sciences and Technology Lines[1)]	NT	3-4 yrs
Social Sciences Line	S	3 yrs
Technology Line	T	4 yrs
Clothing Manufacturing Line	Be	2 yrs
Building and Construction Line	Ba	"-
Distribution and Clerical Line	Dk	"-
Operation and Maintenance Line	Du	"-
Economics Line	Ek	"-
Electro-Telecommunications Line	Et	"-
Motor Engineering Line	Fo	"-
Agricultural Line	Jo	"-
Consumer Line	Ko	"-
Food Manufacturing Line	Li	"-
Music Line	Mu	"-
Processing Line	Pr	"-
Forestry Line	Sb	"-
Social Line	So	"-
Social Service Line	Ss	"-
Technology Line	Te	"-
Woodwork Line	Tr	"-
Workshop Line	Ve	"-
Nursing Line	Vd	"-

1) The N and T syllaby have been experimentally co-ordinated for the first years of NT. In the third year of NT, the pupils are divided into N and T.

The above abbreviations for the various lines will be consistently used in this report.

In certain connections, E, H, N, NT, S and T are amalgamated under the designation three and four-year lines. Ek, Mu, So and Te are sometimes amalgamated under the designation two-year theoretical lines. Other two-year lines are sometimes amalgamated under the designation two-year vocational lines.

In some parts of this report, E, H, S, Dk, Ek, Mu, So, Ko, Ss and Vd will be dealt with as a single group under the designation liberal arts/social/economics lines. Other lines will in certain cases be collectively referred to as technical and natural science lines.

Applicants for upper secondary school. For present purposes, applicants are those who applied for study routes commencing in the autumn of 1979 and who were formally eligible for a study route of their choice. (A small number of ineligible applicants and non-applicants admitted to upper secondary school (49) are, however, included among the applicants.) Account of first preference applicants are confined to those who were eligible for their first preferences. Accounts of the total number of applicants are confined to those eligible for at least one of their alternative choices. Only applicants for study routes taking at least one term to complete are included in this report. Applicants for "introductory courses for young immigrants" are not included among the applicants.

Pupils admitted to upper secondary school. For present purposes, this category comprises applicants admitted to a study route in the autumn of 1979 and still taking that study route on 15th September. Only students admitted to study routes lasting for at least one term are included in this account. Students admitted to introductory courses for young immigrants are not included.

Main group. Eligible applicants for upper secondary school are placed in a certain main group according to previous schooling and/or vocational practice. Persons with up to 6 months' practice and with marks from grade 9 of compulsory school (or the equivalent thereof) as their sole formal qualification are placed in main group 1. Only vocational practice completed before the closing date for applications and after completion of compulsory schooling is taken into account where main group placement is concerned. The pupils with home languages other than Swedish who are dealt with in this survey and who are eligible applicants for upper secondary school will be placed in main group 1 unless there is reason, in connection with upper secondary school admissions, for factors other than compulsory school leaving certificates to be taken into consideration. The pupils concerning whom factors other than leaving certificates are to be taken into consideration for admission purposes are placed in a special group, known as the free quota.

The home language pupil register. This is a register of pupils with home languages other than Swedish who were in grade 9 in the school year 1978/79. (See section 1.4.1.)

Register of applicants and students admitted. For the purposes of the present report, the register of applicants and students admitted is a register of pupils applying for upper secondary school in the school year 1979/80. (This register also includes particulars concerning the pupils admitted.) (See section 1.4.2.)

2 Results of the investigation concerning the pupils having home languages other than Swedish who attended grade 9 in 1978/79

2.1 Description of the pupils included in the survey

2.1.1 What countries do the pupils come from?

The overwhelming majority of parents of pupils with home language other than Swedish are immigrants. In many of the sub-groups of pupils with home languages other than Swedish which are dealt with specifically in this survey, it is possible to say with quite a considerable degree of certainty which countries pupils or their parents come from. (Table 2.1.1, for example, shows which sub-groups of pupils with home languages other than Swedish are separately dealt with in this survey.) It is possible, for example, to say with a fair degree of certainty which countries the Danish-speaking and Greek-speaking pupils come from. On the other hand there are certain other cases where pupils with the same home language can come from different countries, and sometimes these countries can be a long way away from each other.

Pupils having the same home language but coming from different countries can have very different cultural backgrounds. There can also be quite a considerable difference between their respective versions of their common language, so much so that it is not always possible for them to have the same home language teachers.

Pupils having Finnish as their home language may be of Finnish or of Swedish origin. The Finnish-speaking pupils of Swedish origin may come from certain parts of the Swedish Province of Norrbotten, but the great majority of pupils having Finnish as their home language are of Finnish origin.

The following table shows some of the languages spoken by the majority population in more than one country. The right-hand portion of the table shows the countries in which each language is spoken by a majority of the population. An indication is given for each country of the proportion of all foreign nationals in Sweden aged 16 and 17 from countries with a certain majority language who are citizens of the country concerned. This table, in other words, can provide an indication of the cultural backgrounds of pupils in grade 9 in 1978/79 with the home languages specified. The true national distribution may differ to some extent from that indicated by the table, owing for example to the slightly different distribution, regarding countries of origin, of naturalized pupils and 16 and 17-year-old foreign nationals.

Home language	No. pupils in grade 9 in 1978/79	Proportion of foreign nationals aged 16-17 at the end of 1979 from certain countries with which pupils with the various home languages are conceivably connected
Arabic	53	Syria (48 %), Lebanon (22 %), Marocco (14 %), Iraq (9 %), others (7 %)
English	187	Great Britain (52 %), U.S.A (43 %), others (6 %)
Portuguese	38	Portugal (90 %), Brazil (10 %)
Spanish	210	Chile (62 %), Spain (24 %), other Latin American countries (15 %)
German	546	West Germany (70 %), Austria (15 %), Switzerland (13 %)

Source: Folkmängd 1979 del 3 (SCB)

It is hard to gauge the distribution between countries of origin of the 53 Arabic-speaking pupils who have been specified as of Assyrian/Syrian descent, because many immigrants of Syrian, Lebanese or Iraqi nationality can be of Assyrian/Syrian descent. (On the other hand, as mentioned previously, some of the 53 Arabic-speaking pupils referred to above are probably of Assyrian/Syrian descent.)

Most of the Spanish-speaking foreign nationals aged 16 and 17 come from Chile, but immigration from Chile is a relatively recent phenomenon, and the distribution of Spanish-speaking pupils in grade 9 in 1978/79 by countries of origin may therefore differ from the breakdown shown in the above table. Spanish-speaking pupils from countries other than Chile may have become more extensively naturalized than pupils of Chilean origin.

Most members of the Assyrian/Syrian group have immigrated from Turkey, the Lebanon, Syria and Iraq.

The group entitled "other pupils with home languages other than Swedish" includes all the pupil groups not normally specified in SCB statistics concerning pupils with home languages other than Swedish. In grade 9 in 1978/79, this group comprises a total of 165 pupils.

A relatively large group among these 165 pupils comprises 34 pupils with an Indian home language. They include pupils speaking Bengali, Gujurati, Hindi, Punjabi and Urdu. Many of the pupils with Indian home languages probably come from the Indian minority in East Africa.

There are 17 pupils speaking one or other variant of Chinese. Some of them may come from Chinese minorities outside China.

Hebrew is the home language of 16 pupils in the home language pupil register.

The remainder of the 165 "other pupils with home languages other than Swedish" have as far as possible been grouped by continents. In certain cases the home language pupil register does not specify any language, giving only the country of origin.

Of these 165 pupils, 47 are of European origin. Home language represented are: Albanian, Bulgarian, Latvian, Lithuanian, Rumanian, Russian and Ukrainan.

There are 24 pupils of Asian origin. Home languages represented are: Armenian, Indonesian, Japanese, Korean and Persian.

There are 11 pupils of African origin. Home languages represented are: Amharic, Gambian and Tigrinia.

For 16 of the 165 "pupils with home languages other than Swedish" in the home language pupil register, particulars concerning home languages are either unavailable or unintelligible.

2.1.2 The pupils' ages

Most pupils reach the age of 16 in the year in which they leave grade 9 of compulsory school. This is a natural consequence of children usually starting grade 1 in the year of their seventh birthday.

As can be seen from table 2.1.1, 88 per cent of the pupils with home languages other than Swedish were 16 in the year they left compulsory school.

The various sub-groups of pupils with home languages other than Swedish include groups on which the proportion of sixteen-year-olds in grade 9 is much the same as the proportio of sixteen-year-olds among grade 9 pupils having Swedish as their home language. The Esthonian-speaking, Icelandic-speaking, Italian-speaking, Norwegian-speaking, Lappish-speaking and German-speaking groups are groups of this kind.

Certain groups have a far lower proportion of sixteen-year-olds in grade 9 than others. Presumably the average age of these groups is higher than that of others. Groups with a small proportion of sixteen-year-olds in grade 9 include, for example, the Arabic-speaking, Assyrian/Syrian and Portuguese-speaking groups.

As can be seen from table 2.1.1, 92.1 per cent of all pupils in grade 9 in 1972/73 were 16 in 1973. By 1975/76 the proportion of sixteen-year-olds among pupils in grade 9 had risen to 93.7 per cent. The school year 1975/76 is the most recent year for which statistics are available concerning pupils' ages. Since the propor-

tion of pupils who are the"right" age according to the figures for 1975/76 is greater in the junior grades, there is reason to suppose that the proportion of sixteen-year-olds in grade 9 in 1978/79 was somewhat greater than in 1975/76. This should still hold good if allowance is made for the fact that the proportion of pupils who are the "right" age declines in the senior grades as a result of pupils repeating a grade or leaving school prematurely.

Roughly 94 per cent of all pupils in grade 9 have Swedish as their home language. The proportion of grade 9 pupils having Swedish as their home language who were 16 in 1976 is therefore presumably close to the proportion of sixteen-year-olds in the entire grade 9 population in 1975/76 (94 %). As mentioned earlier, the proportion of sixteen-year-olds in the total grade 9 population has presumably risen since 1975/76, so that in 1978/79 the proportion of sixteen-year-olds among pupils having Swedish as their home language was perhaps about 95 per cent.

Table 2.1.1 Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion aged 16 in 1979.

Home language/origin	Total no, pupils in grade 9	Whereof percentage aged 16 in 1979
Arabic	53	60 %
Ass./Syr. descent	83	52 %
Danish	458	89 %
English	187	78 %
Esthonian	71	92 %
Finnish	3 673	90 %
French	30	77 %
Greek	197	89 %
Dutch	30	90 %
Icelandic	26	92 %
Italian	137	93 %
Yug. descent	490	88 %
Norwegian	208	92 %
Polish	99	83 %
Portuguese	38	63 %
Romany	14	79 %
Lappish	23	100 %
Spanish	210	78 %
Czech	47	87 %
Turkish	128	73 %
German	546	94 %
Hungarian	182	90 %
Other pupils with home languages other than Swedish	165	73 %
All pupils with home languages other than Swedish	7 095	88 %
All pupils 1972/73	106 361	92 %[1]
1975/76	103 435	94 %[2]

1) Source: Statistiska meddelanden U 1973:20
2) Source: Ibid., U 1976:21

2.1.3 The pupils' command of Swedish

The group of pupils with home languages other than Swedish includes both pupils with the same command of Swedish as average Swedish pupils and pupils who do not know any Swedish at all.

Proficiency in Swedish is supposed among other things to be the criterion whereby schools decide how much auxiliary Swedish language instruction a pupil is to be given. Pupils with little command of Swedish who have difficulty in following instruction in Swedish can also be given study guidance in various subjects in their home languages if they so desire and if schools are able to arrange such instruction.

Pupils with different levels of proficiency in Swedish can differ, for example, as regards the proportion applying for upper secondary school, the proportion admitted to upper secondary school and the proportion accepted for a certain type of line. One of the purposes of this survey is to ascertain whether any such differences exist. (See sections 2.2 and 2.3.)

In connection with the collection of the above mentioned annual SCB statistics, an assessment is made of the Swedish language proficiency of every pupil having a home language other than Swedish. This assessment is made on a scale ranging from A to F. (Pupils with proficiency rating A do not know any Swedish at all, while pupils with proficiency rating F have the same command of the language as average Swedish pupils. Pupils who have difficulties at school for reasons other than those of language have to be compared with Swedish pupils having the same problems.) This assessment of Swedish language proficiency can be used, for example, when deciding how much auxiliary instruction the pupils are to be given. The assessment must if possible be made in consultation with the form master and a teacher providing auxiliary Swedish language instruction. The procedure for grading pupils' command of Swedish is described in detail in section 1.5.

Datas concerning Swedish language proficiency are most often based on assessments and not, for example, on tests or suchlike, which might furnish a more objective rating. Thus there is an element of uncertainty involved in the assessment of Swedish language proficiency. Two different teachers, for example, can give one and the same pupil somewhat different proficiency ratings. And a teacher can be misled in his assessment of the vocabulary etc. of a pupil with a home language other than Swedish who appears to speak Swedish well.

As has already been mentioned, in order to reduce the uncertainty attaching to the assessment of Swedish language proficiency, those supplying the data are asked if possible to have the assessment made by two teachers. In the present report, partly on account of the uncertainty involved by the material, proficiency groups A and B have been amalgamated, as have proficiency groups C and D.

As will be seen from table 2.1.2, most (64 %) of the grade 9 pupils in 1978/79 with home languages other than Swedish had the

same command of the Swedish language as average Swedish pupils (i.e. their Swedish language proficiency rating was F). Most members of the large group of pupils having Finnish as their home language also have the same command of Swedish as Swedish pupils.

Only a few of the grade 9 pupils with home languages other than Swedish (193) have so little command of Swedish that they cannot speak the language (i.e. they have proficiency rating A or B).

Table 2.1.2 Pupils with home languages other than Swedish in grade 9 in 1978/79. Distribution between different levels of proficiency in Swedish

Home languages/ descent	Swedish language proficiency rating 1)				No proficiency rating	All pupils in grade 9	
	A-B %	C-D %	E %	F %	%	%	No.
Arabic	6	58	15	19	2	100	53
Ass/Syr. desc.	17	67	4	7	5	100	83
Danish	0	9	20	70	1	100	458
English	6	13	18	63	1	100	187
Esthonian	-	1	6	93	-	100	71
Finnish	2	13	19	66	0	100	3 673
French	3	10	3	83	-	100	30
Greek	5	31	25	40	-	100	197
Dutch	-	-	10	90	-	100	30
Icelandic	12	19	23	42	4	100	26
Italian	1	5	12	82	-	100	137
Yug. desc.	1	14	23	61	1	100	490
Norwegian	-	6	18	76	1	100	208
Polish	7	23	21	48	-	100	99
Portuguese	3	29	34	34	-	100	38
Romany	7	50	21	21	-	100	14
Lappish	-	4	4	91	-	100	23
Spanish	16	43	9	31	0	100	210
Czech	-	11	9	81	-	100	47
Turkish	14	46	23	16	1	100	128
German	0	2	11	86	-	100	546
Hungarian	2	9	21	68	1	100	182
Other pupils with h. langs other than Swedish	8	28	15	48	1	100	165
All pupils with h. langs other than Swedish	3	15	18	64	0	100	7 095

1) For a more detailed description of the alphabetical rating procedure concerning Swedish language proficiency, see section 1.5

The entire group of grade 9 pupils having home languages other than Swedish who are either unable to speak Swedish at all or have difficulties in doing so (proficiency ratings A-D) constitute less than one-fifth of all grade 9 pupils with home languages other than Swedish. There are 1 093 grade 9 pupils with Swedish language proficiency ratings between A-D. But pupils with these ratings constitute a large proportion of certain sub-groups with home languages other than Swedish. These sub-groups are the Arabic-speaking, Assyrian/Syrian, Romany-speaking, Spanish-speaking and Turkish-speaking pupils.

The proportion of pupils with the same command of Swedish as Swedish pupils is very high among grade 9 pupils having Esthonian, French, Dutch, Italian, Lappish or Czech as their home languages.

2.1.4 Participation in home language instruction and auxiliary Swedish lessons during grade 9

Data have hitherto been lacking concerning the various measures of support provided for one and the same pupil with a home language other than Swedish. For example, we do not know how many pupils are receiving both home language instruction and auxiliary Swedish lessons.

Table 2.1.3 shows the breakdown of grade 9 pupils with home languages other than Swedish between various combinations of support measures. There is, however, reason to suppose that the breakdown of all compulsory school pupils with home languages other than Swedish between different combinations of support measures differs somewhat from the breakdown in grade 9. We may mention that 35 per cent of grade 9 pupils with home languages other than Swedish received home language instruction in 1978/79, while the corresponding figure for compulsory school as a whole was 52 per cent[1)]. Also in 1978/79, 21 per cent of grade 9 pupils with home languages other than Swedish received auxiliary Swedish lessons, as compared with 40 per cent in all grades of compulsory school.

The pupils in the home language pupil register for whom data are lacking concerning participation in home language instruction, home language study guidance or auxiliary Swedish lessons have been placed in the non-participant group.

As mentioned earlier, home language instruction includes home language lessons and study guidance in home languages. App. 2 shows the number of pupils in grade 9 in 1978/79 receiving various combinations of the two forms of home language instruction and auxiliary Swedish lessons. App. 2 shows that only a very small proportion (1 per cent) of grade 9 pupils with home languages other than Swedish received home language study guidance without also receiving home language lessons. Of those receiving home language instruction only, 85 per cent receive only home language lessons. However, it can be hard to distinguish between home language lessons and home language study guidance; very often the same teacher is engaged for both forms of instruction. Table 2.1.3

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1) See Statistiska meddelanden 1979:16

therefore only shows different combinations of participation in home language instruction (regardless of form) and auxiliary Swedish lessons.

More than half of all grade 9 pupils with home languages other than Swedish receive neither home language instruction nor auxiliary Swedish lessons. But the proportion of Arabic-speaking, Assyrian/Syrian, Spanish-speaking and Turkish-speaking pupils receiving neither home language instruction nor auxiliary Swedish lessons is relatively small. And as has already been observed, a large proportion of pupils in this group have less command of the Swedish language than average Swedish pupils.

Table 2.1.3 Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion receiving home language instruction or auxiliary Swedish lessons in grade 9

Home language/ descent	Home lang. instr. and aux. Sw.	Aux. Sw. only	Home lang. instr. only	Neither home lang. instr. nor aux. Sw.	Total	
					%	No.
Arabic	51 %	13 %	17 %	19 %	100	53
Ass/Syr. desc	78 %	11 %	7 %	1)	100	83
Danish	3 %	12 %	6 %	79 %	100	458
English	15 %	11 %	25 %	50 %	100	187
Esthonian	-	1)	25 %	69 %	100	71
Finnish	10 %	7 %	25 %	58 %	100	3673
French	1)	-	40 %	50 %	100	30
Greek	31 %	9 %	34 %	27 %	100	197
Dutch	1)	1)	1)	77 %	100	30
Icelandic	23 %	1)	27 %	35 %	100	26
Italian	1)	7 %	39 %	51 %	100	137
Yug. desc.	12 %	8 %	33 %	48 %	100	490
Norwegian	1)	8 %	3 %	88 %	100	208
Polish	26 %	9 %	18 %	46 %	100	99
Portuguese	32 %	1)	29 %	26 %	100	38
Romany	1)	1)	-	50 %	100	14
Lappish	-	1)	74 %	26 %	100	23
Spanish	56 %	5 %	19 %	20 %	100	210
Czech	1)	1)	32 %	51 %	100	47
Turkish	59 %	10 %	16 %	14 %	100	128
German	2 %	5 %	19 %	73 %	100	546
Hungarian	8 %	10 %	18 %	63 %	100	182
Other pupils w. home lang's other than Sw.	20 %	19 %	23 %	38 %	100	165
All pupils w. home lang's other than Sw.	13 %	8 %	23 %	56 %	100	7095

1) No percentages have been entered for participants totalling 5 or less.

The number of grade 9 pupils with home languages other than Swedish receiving home language only exceeds the number receiving auxiliary Swedish lessons.

The proportion of pupils receiving auxiliary Swedish lessons but not home language instruction is quite small. This applies to all the various sub-groups of pupils with home languages other than Swedish. In most sub-groups the figure is about 10 per cent.

Participation in home language instruction is quite rare in certain groups where a large proportion of pupils have a fair command of Swedish. These groups are: Danish-speaking, Dutch-speaking and German-speaking pupils.

Pupils in certain other groups which also include a large proportion of pupils with a fair command of Swedish participate, by contrast, quite extensively in home language instruction in grade 9. These groups are: French-speaking, Lappish-speaking, Italian-speaking and Czech-speaking pupils.

The groups not separately specified in table 2.1.3 ("Other pupils with home languages other than Swedish") comprise pupils whose home languages are spoken by very few pupils. Within these unspecified groups, the proportion of pupils receiving home language instruction is higher than average, even though it can be difficult to engage home language teachers for languages spoken by few pupils.

Participation by pupils with different levels of proficiency in Swedish

Table 2.1.4 shows that among pupils whose command of Swedish is inferior to that of Swedish pupils (i.e. among pupils with proficiency ratings A-D), the great majority of those receiving home language instruction in grade 9 also receive auxiliary Swedish lessons. On the other hand, as one might expect, the great majority of pupils who receive home language instruction and have much the same command of Swedish as Swedish pupils (proficiency ratings E-F) do not receive auxiliary Swedish lessons.

Of Finnish-speaking grade 9 pupils with Swedish proficiency ratings between A-D, 23 per cent receive neither home language instruction nor auxiliary Swedish lessons. The corresponding figure for other pupils with home languages other than Swedish and with Swedish language proficiency ratings between A-D is 13 per cent, as can be seen from table 2.1.4.

Of Finnish-speaking grade 9 pupils with Swedish language proficiency ratings between A-D, 39 per cent do not receive auxiliary Swedish lessons. The corresponding figure for other pupils with home languages other than Swedish and with Swedish language proficiency ratings between A-D is 17 per cent.

Participation by men and women respectively

Table 2.1.5 shows that there are no appreciable differences between men and women regarding the proportions receiving various combinations of home language instruction and auxiliary Swedish lessons in grade 9.

Table 2.1.4 Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion of pupils with different levels of proficiency in Swedish receiving home language instruction or auxiliary Swedish lessons in grade 9

Proficiency in Swedish Home language	Home lang. instr. and aux. Sw. lessons	Aux. Sw. lessons only	Home lang. instr. only	Neither home lang. instr. nor aux. Sw. lessons	Total	
					%	No.
A-D						
Finnish	44 %	17 %	16 %	23 %	100	523
Other pupils w. home lang's other than Sw.	65 %	19 %	4 %	13 %	100	712
E-F						
Finnish	4 %	5 %	26 %	64 %	100	3141
Other pupils w. home lang's other than Sw.	4 %	7 %	25 %	65 %	100	2689
A-D Total	56 %[1)]	18 %	9 %	17 %	100	1235
E-F Total	4 %	6 %	26 %	65 %	100	5830

1) Of the 193 pupils with Swedish language proficiency ratings A-B,
85 per cent participated in <u>both</u> home language instruction and auxiliary Swedish lessons,
11 per cent received auxiliary Swedish lessons only.

Table 2.1.5 Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion of men and women respectively receiving home language instruction or auxiliary Swedish lessons

	Both home lang, instr. and aux. Sw lessons	Aux. Sw. lessons only	Home lang. instr. only	Neither home lang. instr nor aux. Sw. lessons	Total	
					%	No.
Men						
Finnish	11 %	8 %	20 %	60 %	100	1796
Others w. home lang's other than Swedish	19 %	10 %	18 %	53 %	100	1690
Women						
Finnish	9 %	5 %	29 %	57 %	100	1875
Others w. home lang's other than Swedish	15 %	8 %	24 %	54 %	100	1731
Total, men	15 %	9 %	19 %	57 %	100	3486
Total, women	12 %	6 %	27 %	56 %	100	3606

Pupils wishing to participate in home language instruction

Concerning pupils in the home language pupil register who do not receive home language instruction, data are available concerning those wishing and not wishing to receive this instruction. Pupils who do not receive home language instruction and for whom no data are available as to whether or not they wish to participate in such instruction have been included in the group not wishing to receive such instruction.

Of the pupils with A-D Swedish language proficiency ratings who wish to receive home language instruction (i.e. those receiving such instruction and those wishing to receive it but not doing so), 95 per cent actually participate. The proportion of pupils with E-F proficiency ratings in Swedish and wishing to receive home language instruction who actually do so is somewhat smaller, namely 89 per cent, as can be seen from table 2.1.6.

Table 2.1.6 Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion of pupils with different levels of proficiency in Swedish wishing to receive home language instruction in grade 9

Swedish language proficiency	Wishing to participate in language instruction			
	Participants	Non-participants	Total	
			%	No.
A-D	95 %	5 %	100	802
E-F	89 %	11 %	100	1 913

2.1.5 Marks gained by applicants for upper secondary school

Data concerning compulsory school leaving certificates are collected centrally only for pupils applying for upper secondary school. The data thus collected are intered in the register of applicants and students admitted described in section 1.4.2.

Applicants for upper secondary school are placed in various groups. Those pupils with home languages other than Swedish who applied for upper secondary school in the autumn of 1979 from grade 9 in 1978/79 have been placed either in main group 1 or in the group termed "the free quota". In section 1.5, as part of the explanation of the term "main group", a more detailed description is given of the rules governing the placement of pupils in the two groups. Pupils applying for upper secondary school with numerical marks from compulsory school as their sole qualification are placed in sub-group 1 of main group 1 (i.e. main group 1.1).

Owing to their inadequate command of Swedish, a number of newly immigrated pupils with home languages other than Swedish have been unable to assimilate instruction given in Swedish in compulsory school. A headmaster may rule that these pupils are to be given no marks for certain subjects, but in this case a written appreciation has to be appended to the certificate.

Pupils with home languages other than Swedish who apply for upper secondary school with incomplete compulsory school leaving certificates are likeliest to be placed in the free quota.

Pupils who have taken home language as a school subject can be credited with the mark for this subject when applying for upper secondary school.

Tables 2.1.7-2.1.9, below, give only average marks for pupils in main group 1.1. There are two reasons for this:

1) In main group 1.1, upper secondary school places are distributed solely on the strength of the pupils' marks. Contrary to the practice regarding the free quota, no other circumstances are taken into account. Thus the average mark shows how well pupils in main group are able to compete for upper secondary school places.

2) When comparing the average marks of different groups of pupils, it is an advantage that all pupils have complete compulsory school leaving certificates. The average marks of a pupil lacking marks for one or more subjects can give to high an average figure for the pupil's knowledge and skills.

The reference group having Swedish as its home language referred to in tables 2.1.7-2.1.9 is described in section 2.3.1. The average mark for this reference group probably comes close to the average mark for those pupils with Swedish as their home language who applied for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. The pupils applying from grade 9 in 1978/79 constituted about 90 per cent of the entire reference group.

Table 2.1.7 Pupils with home languages other than Swedish applying (in main group 1.1) for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Average marks

Home language/ descent	No. in grade 9 1978/79	Whereof		Average mark for applicants in main group 1.1
		Total No. applicants	applicants in main group 1.1	
Arabic	53	77 %	64 %	3.0
Ass/Syr.desc	83	66 %	47 %	3.0
Danish	458	81 %	78 %	2.9
English	187	83 %	80 %	3.4
Esthonian	71	85 %	82 %	3.6
Finnish	3 673	87 %	82 %	3.1
French	30	93 %	90 %	3.6
Greek	197	78 %	73 %	3.2
Dutch	30	90 %	87 %	3.3
Icelandic	26	77 %	73 %	3.2
Italian	137	92 %	89 %	3.3
Yug. desc.	490	87 %	83 %	3.2
Norwegian	208	84 %	82 %	3.1
Polish	99	86 %	80 %	3.4
Portuguese	38	84 %	82 %	3.0
Romany	14	29 %	21 %	..
Lappish	23	83 %	70 %	3.3
Spanish	210	70 %	53 %	3.1
Czech	47	94 %	91 %	3.6
Turkish	128	77 %	63 %	2.9
German	546	88 %	87 %	3.4
Hungarian	182	90 %	86 %	3.3
Other pupils with home lang's other than Swedish	165	81 %	76 %	3.2
All pupils w. home lang's other than Swedish	7 095	85 %	80 %	3.2
Reference group having Sw. as its home language	105 000	1)	92-93 %	3.3 2)

1) No data available
2) Estimated from figures in Statistiska meddelanden U 1980:13

No average mark has been entered when the number of pupils in main group 1.1 is less than 10. (This is indicated by ..)

According to a sample survey of the pupils leaving compulsory school in 1974, the average mark for all pupils was 3.14 (irrespective of whether they applied for upper secondary school or not). See SÖ Specialinformation P 1 1976:10.

It is hard to assess the average mark for all pupils with home language other than Swedish. As mentioned earlier, data concerning average marks are only available for those who applied for upper secondary school. The figure 3.2 given in table 2.1.7 is the average mark of the 80 per cent of pupils with home languages other than Swedish in grade 9 in 1978/79 who applied for upper secondary school in main group 1.1. Nothing is known concerning the average mark of the 5 per cent of pupils with home languages other than Swedish who applied within the free quota.

The above mentioned survey of pupils leaving compulsory school in 1974 shows that those who did not apply for upper secondary school had a far lower average mark than those who did apply. If this also holds good for non-applicants among pupils with home languages other than Swedish who left grade 9 in 1978/79, the average mark for the whole of the group having home languages other than Swedish and investigated here is lower than indicated by table 2.1.7, regardless of whether the pupils applied for upper secondary school or not.

There can be a particularly great difference between the average mark according to table 2.1.7 and the average mark for the total number of pupils in grade 9 as regards the groups where the proportion applying in main group 1.1 is less than 65 per cent of all pupils in grade 9 in 1978/79. These groups comprise Arabic-speaking, Assyrian/Syrian and Spanish-speaking pupils.

Table 2.1.7 shows that the average mark for applicants in main group 1.1 in the reference group having Swedish as its home language is somewhat higher than for the corresponding group of pupils having home languages other than Swedish.

The groups having the highest average mark according to table 2.1.7 are the Esthonian-speaking, French-speaking and Czech-speaking pupils. These groups have a far higher average mark than reference groups having Swedish as their home language, and they also have the highest proportion of applicants admitted; see figure 2.3.4.

The Danish-speaking and Turkish-speaking groups have the lowest average marks for pupils in main group 1.1. The proportion of applicants admitted to upper secondary school is also smaller in these two groups than in most other sub-groups of pupils having home languages other than Swedish.

94 per cent of all applicants for upper secondary school for the autumn of 1979 having home languages other than Swedish had been placed in main group 1.1. About 6 per cent of applicants had also been placed in the free quota. The difference between the proportion of applicants within the free quota from groups with different home languages can provide an indication of differences regarding

the proportion of pupils with imcomplete compulsory school leaving certificates. The Arabic-speaking, Assyrian/Syrian, Spanish-speaking and Turkish-speaking groups have relatively large proportions of applicants within the free quota; see table 2.1.7.

Differences between pupils with different levels of proficiency in Swedish

Data concerning Swedish language proficiency are available for pupils with home languages other than Swedish who were in grade 9 in 1978/79. Swedish language proficiency is graded on a scale from A to F. Pupils with proficiency rating A do not know any Swedish at all, while pupils with proficiency rating F have the same command of Swedish as average Swedish pupils. A more detailed description of the rating procedure will be found in section 1.5.

Table 2.1.8 shows the average marks of pupils with different Swedish language proficiency ratings who applied for upper secondary school within main group 1.1. It is not certain whether the average mark in table 2.1.8 for pupils with Swedish language proficiency ratings between A-D equals the average mark for all grade 9 pupils with these ratings, because applicants in main group 1.1 with Swedish language proficiency ratings between A-D constitute only 56 per cent of all pupils with home languages other than Swedish having proficiency ratings between A-D in grade 9 in 1978/79. Many pupils with proficiency ratings between A-D who are not applicants in main group 1.1 may lack a final award from grade 9 for certain subjects. But the average mark stated in table 2.1.8 for pupils with proficiency ratings E and F is probably more representative of all pupils with home languages other than Swedish in grade 9 in 1978/79 having the corresponding command of Swedish. For applicants in main group 1.1 having proficiency ratings E and F constitute 78 and 88 per cent respectively of all pupils in grade 9 in 1978/79 having these levels of proficiency in Swedish.

As regards pupils with home languages other than Swedish who applied for upper secondary school in the autumn of 1979 in main group 1.1 directly from grade 9 in 1978/79, pupils with the Swedish language proficiency rating F tend on average to have a higher average mark than pupils with the proficiency ratings A-D or E. Pupils with the proficiency rating E have in their turn a higher average mark than pupils with proficiency ratings A-D.

In all the sub-groups of pupils with home languages other than Swedish referred to in table 2.1.8, one finds that the lower the pupils' proficiency in Swedish, the lower their average mark.

We may observe that pupils with proficiency ratings A-D who apply for upper secondary school tend to be admitted less often than other applicants with home languages other than Swedish. This will be explained in greater detail in a later section; cf figure 2.3.5.

The differences in the average marks of groups of pupils with different proficiency ratings in Swedish, as described in table 2.1.8, cannot solely be attributed to the fact of pupils who are less proficient in Swedish having a lower mark for Swedish as a

school subject. These pupils also have lower average marks for other subjects than pupils who are more proficient in Swedish.

Applicants in main group 1.1 with home languages other than Swedish and the Swedish proficiency rating F have roughly the same average marks as applicants in main group 1.1 from the reference group of pupils having Swedish as their home language. However, the pupils in table 2.1.8 having Finnish as their home language and with the Swedish proficiency rating F have a lower average mark than the reference group having Swedish as their home language. On the other hand, certain other groups of pupils with home languages other than Swedish and with the Swedish proficiency rating F have higher average marks than the reference group of pupils with Swedish as their home language.

Table 2.1.8 Pupils with home languages other than Swedish applying (in main group 1.1) for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Average marks of pupils with different levels of proficiency in Swedish

Home language/ descent	No. in main group 1.1			Average mark for those in main group 1.1		
	Swedish lang. proficiency			Swedish lang. proficiency		
	A-D	E	F	A-D	E	F
Arabic	18	8	8	2.6	..	..
Ass/Syr.desc.	33	1	5	2.9	..	..
Danish	32	63	263	2.5	2.8	3.0
English	16	27	106	3.0	3.0	3.6
Esthonian	1	3	54	..	..	3.6
Finnish	315	556	2 141	2.7	2.8	3.2
French	3	1	23	..	..	3.6
Greek	39	39	66	2.8	2.9	3.5
Dutch	-	3	23	-	..	3.2
Icelandic	3	6	10	..	..	3.2
Italian	4	16	102	..	2.8	3.5
Yug.desc.	55	92	262	2.9	3.1	3.2
Norwegian	6	28	136	..	2.9	3.1
Polish	16	19	44	3.0	3.2	3.7
Portuguese	7	12	12	..	2.7	3.5
Romany	3	-	-	..	-	-
Lappish	1	1	14	..	..	3.4
Spanish	44	14	53	2.7	2.9	3.4
Czech	3	3	37	..	..	3.8
Turkish	39	27	15	2.7	2.9	3.3
German	9	48	417	..	3.1	3.5
Hungarian	12	32	113	2.8	3.1	3.4
Other pupils with home lang's other than Swedish	35	21	70	3.0	3.1	3.4
All pupils with home lang's other than Swedish	694	1 020	3 974	2.7	2.9	3.3
Reference group having Sw. as their home lang.	-	-	97 000	-	-	3.3

No average mark has been entered when the number of pupils in main group 1.1 is less than 10. (This is indicated by ..)

All sub-groups with Swedish language proficiency ratings A-D or E included in table 2.1.8 have lower average marks than the reference group having Swedish as their home language.

Pupils not applying for upper secondary school generally have a lower average mark than those who do apply. Thus it may be that those pupils with Swedish proficiency ratings A-D who did not apply for upper secondary school (and have marks for all subjects) have an even lower average mark than is quoted in table 2.1.8 for applicants with Swedish proficiency ratings A-D.

Average marks of successful and unsuccessful applicants for upper secondary school

Table 2.1.9 gives the average marks of successful and unsuccessful upper secondary school applicants among pupils applying in main group 1.1 in 1979. The average mark of applicants in the free quota has thus been excluded. Accordingly, table 2.1.9 only gives the average marks of pupils competing for upper secondary school places on the strength of their marks.

The average mark of pupils with home languages other than Swedish who applied in main group 1.1 directly from grade 9 in 1978/79 - in the case of both successful and unsuccessful applicants - is lower than the average mark of the reference group having Swedish as their home language. This suggests that applicants with home languages other than Swedish and with marks below the average for all applicants have been slightly more extensively admitted to upper secondary school than pupils with Swedish as their home language and with equally low marks.

The fact that applicants with home languages other than Swedish and with relatively low average marks are more extensively admitted than pupils having Swedish as their home language and with a relatively low average mark also applies to certain sub-groups of pupils with home languages other than Swedish, including the sub-group having Finnish as their home language.

Table 2.1.9 Pupils with home languages other than Swedish applying (in main group 1.1) for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Average marks of pupils admitted and not admitted to upper secondary school

Home language/ descent	Average mark of successful applicants	Average mark of unseccessful applicants
All pupils with home language other than Swedish	3.2	2.7
Reference group with Swedish as their home lang.	3.4[1)]	2.8[1)]

1) Based on figures in Statistiska meddelanden U 1980:13

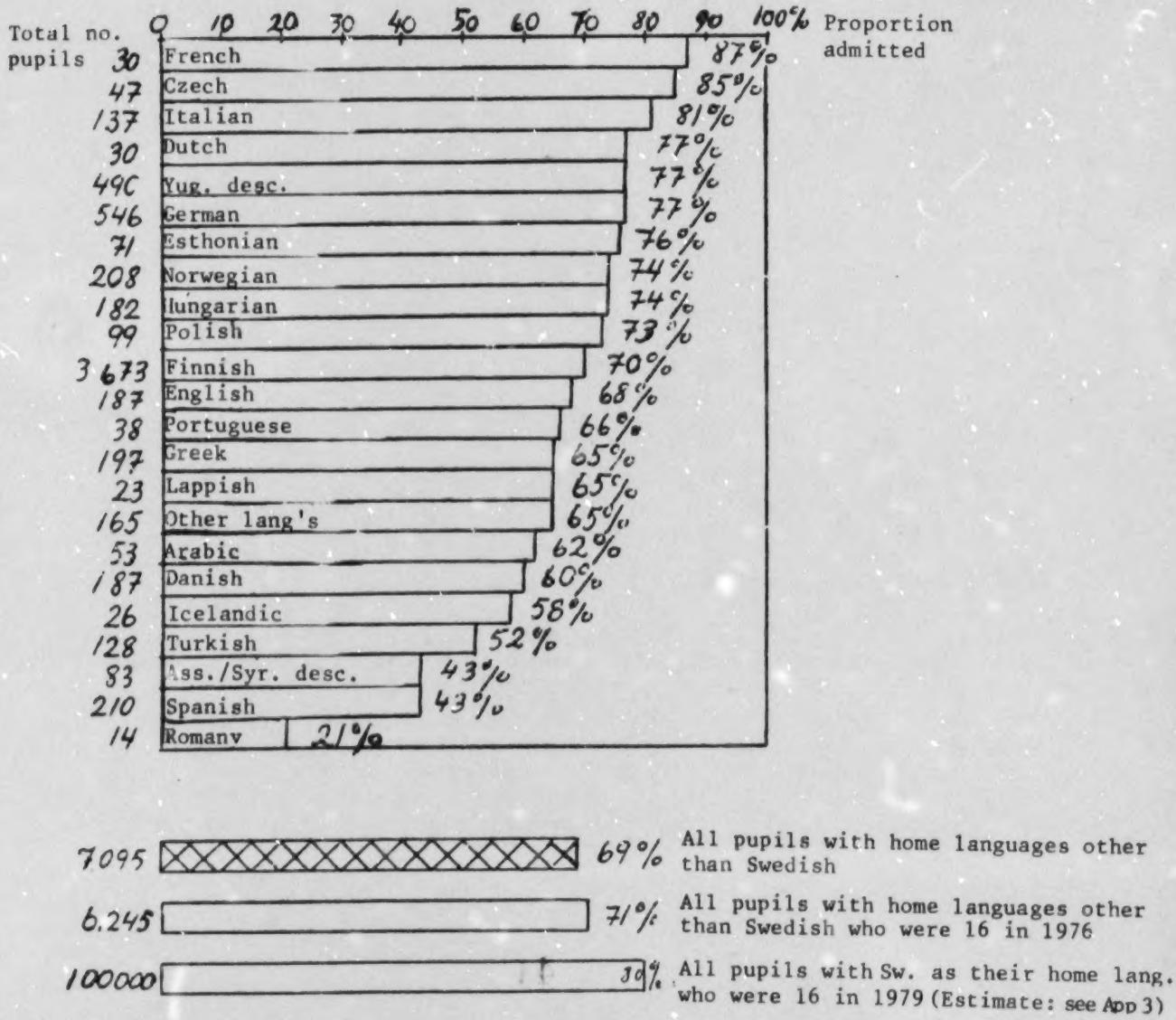
2.2 Proportion of all pupils in grade 9 admitted to and applying for upper secondary school

2.2.1 Proportion admitted

Figure 2.2.1 shows the proportion of grade 9 pupils in 1978/79 with home languages other than Swedish who were attending upper secondary school on 15th September 1979. This figure, in other words, shows the proportion of pupils going straight from compulsory school to upper secondary school.

Transition frequencies vary a great deal between different subgroups of pupils with home languages other than Swedish. Thus 87 per cent of the rather small group of pupils with French as their home language went straight on to upper secondary school as againgst 21 per cent of the similarly diminutive group of pupils with Romany as their home language.

Figure 2.2.1 Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion admitted to upper secondary school in the autumn of 1979


Total no. pupils
0 10 20 30 40 50 60 70 80 90 100%
Proportion admitted
30 French 87%
47 Czech 85%
137 Italian 81%
30 Dutch 77%
490 Yug. desc. 77%
546 German 77%
71 Esthonian 76%
208 Norwegian 74%
182 Hungarian 74%
99 Polish 73%
3 673 Finnish 70%
187 English 68%
38 Portuguese 66%
197 Greek 65%
23 Lappish 65%
165 Other lang's 65%
53 Arabic 62%
187 Danish 60%
26 Icelandic 58%
128 Turkish 52%
83 Ass./Syr. desc. 43%
210 Spanish 43%
14 Romany 21%
7095 69% All pupils with home languages other than Swedish
6.245 71% All pupils with home languages other than Swedish who were 16 in 1976
100000 30% All pupils with Sw. as their home lang. who were 16 in 1979 (Estimate: see App 3)

The average direct transition rate to upper secondary school in 1979 was 69 per cent for the whole of the group of pupils with home languages other than Swedish. The largest sub-group, comprising pupils with Finnish as their home language, had a transition rate of 70 per cent.

In pupil groups with a small proportion of applicants admitted to upper secondary school, both the proportion applying and the proportion of applicants admitted are small as a general rule; see table 2.2.4 and figure 2.3.4. At the same time, also as a general rule, pupil groups with a large proportion of grade 9 pupils admitted to upper secondary school also have both a larger proportion of applicants and a larger proportion of applicants admitted than is the case with all pupils having home languages other than Swedish.

There are, however, some exceptions. Among Greek-speaking and Arabic-speaking pupils, the proportion of pupils applying for upper secondary school is relatively small but the proportion of applicants admitted is relatively large.

Many of the groups with a low proportion of successful applicants consist predominantly of pupils who do not have the same command of the Swedish language as average Swedish pupils (i.e. they comprise pupils with Swedish language proficiency ratings between A-E; See table 2.1.2). Table 2.2.2 shows that pupils whose command of spoken Swedish is inferior to that of average Swedish pupils tend less often than pupils with more or less the same command of Swedish as average Swedish pupils to go straight on to upper secondary school.

Pupils with Danish as their home language are an exception to the above mentioned rules. They have a relatively low transition rate to upper secondary school, and yet most of them are said to have the same command of Swedish as the average Swedish pupil.

The proportion of pupils with home languages other than Swedish going straight on to upper secondary school might possibly be found to exceed 69 per cent if allowance was made for pupils who return to their countries of origin to continue their education there on completion of their compulsory schooling in Sweden.

As has already been mentioned, the figures in figure 2.2.1 only indicate the proportion of pupils going straight on to upper secondary school in the autumn term following their final year of compulsory school. But many pupils who do not go straight on to upper secondary school eventually proceed there after a longer or shorter intermission, for example for gainful employment. A survey of all pupils leaving compulsory school in the spring of 1971 shows that roughly one-fifth of the pupils who did not begin

studying the first year after compulsory school embarked on one or other form of upper secondary schooling within seven years of leaving compulsory school; see SÖ specialinformation P 1 1980:3. Unfortunately no corresponding data are available for pupils with home languages other than Swedish.

According to the follow-up survey (Statistiska meddelande U 1979:24) of all pupils leaving compulsory school in the spring of 1975 and the spring of 1976, 17-18 per cent of those who had not been admitted to upper secondary school on 15th September of the year in which they left compulsory school started upper secondary school in the spring of the following year. Above all they tended to embark on a specialized course or the Nursing Line. Admissions to these two study routes are also made in the spring term.

As mentioned earlier, a questionnaire study was undertaken in the spring of 1980 to follow up the pupils with home languages other than Swedish who were in grade 9 in 1978/79. This questionnaire survey, which is to be presented in a subsequent report from the NBE, will show how large a proportion of this group of pupils commence their upper secondary schooling after 15th September 1979.

Only about one per cent of all compulsory school leavers go straight on to some form of education in Sweden outside the upper secondary school system.

Not all pupils starting a course of upper secondary schooling complete it. A follow-up survey of pupils leaving compulsory school in 1971 showed that 77.5 per cent of them had started a course of upper secondary schooling some time between the spring of 1971 and the spring of 1978; see SMU 1980:16. But only 65.5 per cent of all pupils completed a course of upper secondary schooling during the same period.

A pupil's non-admission to upper secondary school need not necessarily be due to all places there being taken. According to a follow-up of all compulsory school leavers in the spring of 1974, about 35 per cent of the pupils who had not been admitted to upper secondary school in the autumn had been offered a place but had declined it; see SÖ specialinformation P1 1976:9.

Introductory courses for young immigrants

Pupils admitted to the special introductory courses, lasting one or two terms, for young immigrants are not listed here as having been admitted to upper secondary school. These introductory courses are designed to make it easier for pupils who, for example, are recently arrived immigrants or are having difficulty with Swedish, to embark on a course of upper secondary schooling afterwards.

Some of the pupils stated in this survey not to have been admitted to upper secondary school in the autumn of 1979 had probably started one of these introductory courses by this time.

In a report of 30th July 1980 (Dnr S 80:1852) entitled "Local experience of work in connection with introductory courses and supplementary summer courses for young immigrants in upper secondary schools during the summer of 1979 and the school year 1979/80", the NBE has summarized statistics and replies from a questionnaire survey concerning these activities.

A total of 596 pupils embarked on an introductory course for young immigrants during the school year 1979/80. An estimated 20 per cent of these pupils came straight from grade 9 of compulsory school in 1978/79. The greater part of the 2 185 pupils with home languages other than Swedish in grade 9 in 1978/79 who did not go straight on to upper secondary school cannot, therefore, have started an introductory course in 1979/80. Where certain individual groups are concerned, however, a considerable proportion of those who did not go straight on to upper secondary school probably started an introductory course in 1979/80. This applies to the Arabic-speaking, Assyrian/Syrian and Spanish-speaking group.

Comparison with pupils having Swedish as their home language

The proportion of pupils with home languages other than Swedish and having their sixteenth birthdays in the year they leave grade 9 who go straight on to upper secondary school from compulsory school is 71 per cent. Thus the transition frequency for sixteen-year-olds differs by only two percentage units from the transition frequency for all pupils with home languages other than Swedish. This is because sixteen-year-olds constituted the overwhelming proportion (88%) of all pupils leaving grade 9 in 1979. The proportion of pupils with home languages other than Swedish not having their sixteenth birthdays in the year they left grade 9 (most of them presumably being older) who went straight on to upper secondary school was 57 per cent.

Appendix 3 contains a detailed description of the procedure adopted for estimating the proportion of sexteen-year-olds with Swedish as their home language who were admitted to upper secondary school in the autumn of 1979 immediately after grade 9 in 1978/79. This proportion can be estimated at 80 per cent.

Thus where sixteen-year-olds are concerned, the difference in transition frequencies between pupils with Swedish as their home language and pupils with other home languages is roughly 80 - 71 = 9 percentage units.

The direct upper secondary school transition rate for the entire group of pupils having Swedish as their home language (including those aged over 16) is presumably one or two percentage units below 80 per cent. Thus the difference in direct upper secondary school transition rates between pupils having Swedish as their home language and pupils with other home languages, taking all pupils in grade 9 in 1978/79, is probably also in the region of 9 percentage units.

The difference in the proportion of pupils going straight on to upper secondary school from compulsory school is almost entirely

explained by the fact that pupils with home languages other than Swedish tend on average to apply for upper secondary school from grade 9 to a lesser extent than pupils having Swedish as their home language. As can be seen from table 2.2.4, the proportion of sixteen-year-olds with home languages other than Swedish who applied immediately for upper secondary school was 86 per cent, while the corresponding figure for sexteen-year-olds having Swedish as their home language was 95 per cent, a difference of 9 percentage units.

There are a number of tenuous assumptions behind the above estimates. A more definitive assessment of the difference between pupils with Swedish as their home language and pupils with other home languages regarding transition rates to upper secondary school can be made when the results of the above mentioned questionnaire follow-up survey become available.

It should be mentioned that the proportion of pupils going straight on to upper secondary school from compulsory school changes quite considerably with the passing of time. According to the SCB survey, the proportion of pupils admitted to upper secondary school in the autumn after they left compulsory school was 67 per cent in 1975 and 71 per cent in 1976; see Statistiska meddelanden U 1979:24, pp. 7-8. Thus the transition frequency for all pupils in 1975-1976 was on a level with the transition rate in 1979 for pupils with home languages other than Swedish.

There is one more item of evidence, in addition to the calculations in Appendix 3, to show that the proportion going straight on to upper secondary school from compulsory school has increased since 1976; the proportion of pupils aged 16 or under admitted to upper secondary school, expressed as a percentage of the number of pupils in grade 9 of compulsory school the previous year, rose from 68.1 per cent in 1976 to 75.7 per cent in 1979; see Statistiska meddelanden U 1980:13.

Previous surveys

The Central Bureau of Statistics (SCB) has previously attempted to estimate the difference between immigrants and non-immigrants regarding the proportion going straight on to upper secondary school from compulsory school. (SMU 1975:21). Persons who were foreign nationals in 1967 were defined as immigrants in this SCB survey. The material used comprised the questionnaire follow-up of pupils leaving compulsory school in 1972. According to the SCB survey, the difference in transition rates between Swedish nationals was no less than 14 percentage units. According to the present survey, the difference in transition frequencies between pupils having Swedish as their home language and pupils with other home languages should be far less than 14 percentage units. The difference between the results of the SCB survey and those of the present inquiry is probably due among other things to the group of foreign nationals being on the whole a smaller sub-group of the group of pupils with home languages other than Swedish and to the group of foreign nationals presumably including a larger proportion of newly arrived immigrants (and therefore a larger proportion of pupils with little knowledge of Swedish) than the entire group of pupils with home languages other than Swedish.

SCB has also attempted to estimate upper secondary school transition frequencies for immigrant pupils with various home languages by comparing the number of immigrant pupils in grade 9 in the spring of 1977 with the number of immigrant pupils in grade 1 of upper secondary school in the spring of 1978; see SMU 1978:26. An immigrant pupil is defined in this survey as a pupil with at least one parent of foreign origin, added to which the parent or parents must have a native language other than Swedish.

The uncertainty attaching to this latter SCB method of estimating transition frequencies must be considered relatively high; see section 1.3. The proportion going on to upper secondary school after compulsory school is estimated by SCB at 70 per cent. It is mostly due to coincidence that this figure agrees so well with the figure obtained in the present inquiry, because the SCB figure for the number of pupils in grade 1 of upper secondary school includes older pupils who were not in grade 9 of compulsory school the previous year (an overestimate) but does not include pupils starting specialized upper secondary school courses (an underestimate).

Comparison with the SCB survey "Young immigrants and upper secondary school" (SMU 1980:27)

See section 1.3.

Difference in transition frequencies between men and women

According to follow-up surveys conducted previously by SCB (e.g. SMU 1979:24), there is little difference between the entire group of men and the entire group of women regarding the proportion starting upper secondary school the year after they leave compulsory school.

Appendix 3 contains an estimate of the proportion of 16-year-old men and women respectively who went straight on to upper secondary school in 1979 on completing their compulsory schooling. (No follow-up study has been made of all pupils leaving compulsory school in 1979, and the estimate of the transition frequency therefore has to be confined to sixteen-year-olds.) Table 2.2.1 shows the transition frequency in 1979 of sixteen-year-old men and women respectively with home languages other than Swedish, together with an estimate of the corresponding frequencies for sixteen-year-olds having Swedish as their home language.

Table 2.2.1 Pupils with home languages other than Swedish attending grade 9 in 1978/79. Proportion admitted to upper secondary school in the autumn of 1979; men and women respectively

Home language/ descent	Men		Women	
	Men No. in grade 9	Whereof proportion admitted to upper secondary school	Women No. in grade 9	Whereof proportion admitted to upper secondary school
Arabic	29	69 %	24	54 %
Ass/Syr. desc.	55	49 %	28	32 %
Danish	219	61 %	239	59 %
English	91	71 %	96	65 %
Esthonian	37	76 %	34	76 %
Finnish	1 796	71 %	1 875	70 %
Greek	98	71 %	99	59 %
Italian	68	79 %	69	83 %
Yug.desc.	233	73 %	256	80 %
Norwegian	108	77 %	100	70 %
Polish	49	78 %	50	68 %
Spanish	108	37 %	102	49 %
Czech	22	91 %	25	80 %
Turkish	78	54 %	50	50 %
German	245	81 %	301	73 %
Hungarian	86	71 %	96	77 %
All pupils with home lang's other than Sw.	3 486	70 %	3 606	69 %
16-yr-olds w. home lang's other than Sw.	2 994	72 %	3 248	70 %
16-yr-olds w. Sw. as their home language (estimate)	51 000	79 % [1)]	49 000	80 % [1)]

1) See calculation in App 3.

In total figures the difference between men and women in terms of direct transition to upper secondary school is small as regards both pupils with Swedish as their home language and pupils with other home languages. The proportion of the total number of pupils with Swedish as their home language (including, among others, those who are more than 16 years old) going straight on to upper secondary school can be estimated, for both men and women, at one or two percentage units less than the proportion of sixteen-year-olds going straight on to upper secondary school. Thus the difference in transition frequencies between pupils with Swedish as their home language and pupils with other home languages can be estimated at about 9 per cent for both men and women.

Table 2.2.5 shows that the difference between pupils with home languages other than Swedish and other pupils regarding the proportion applying for upper secondary school is also roughly 9 per cent for both men and women. Table 2.3.2, moreover, shows that there is little difference for both men and women between pupils with Swedish as their home language and pupils with other home languages regarding the proportion applying directly from compulsory school and admitted to upper secondary school. Thus in the case of both men and women, the lower direct upper secondary school transition frequency for pupils with home languages other than Swedish is due to these pupils applying for upper secondary school to a lesser extent than other pupils.

Table 2.2.1 also shows certain sub-groups of pupils with home languages other than Swedish. Groups in which the number of men or women falls short of 17 are not separately specified. (This applies to the Lappish-speaking, Romany-speaking, French-speaking, Dutch-speaking and Icelandic-speaking groups.)

In most groups the proportion of men admitted directly to upper secondary school either exceeds or equals the corresponding proportion of women. The Arabic-speaking and Assyrian/Syrian groups are the two groups in which the proportion of men admitted most exceeds the proportion of women admitted.

In some groups where the proportion of men admitted greatly exceeds the proportion of women admitted, the difference between men and women is far less as regards the proportion applying for upper secondary school. This applies to the Arabic-speaking, Assyrian/Syrian and Greek-speaking groups; see tables 2.2.1 and 2.2.5. Thus in these cases, the difference between the proportions of men and women admitted to upper secondary school is to a great extent due to the women applying for upper secondary school being less successful than the male applicants; see table 2.3.2.

The proportion of women admitted to upper secondary school immediately after compulsory school is greater than the corresponding proportion of men in the Italian-speaking, the Yugoslavian, the Spanish-speaking and the Hungarian-speaking groups. In the Spanish-speaking group the lower transition frequency for men is partly due to men applying for upper secondary school to a lesser extent than the women and also to the men applying for upper secondary school tending to be less successful than female applicants; see tables 2.2.1 and 2.3.2.

Difference in transition frequencies between pupils with different levels of proficiency in Swedish

Table 2.2.2 shows the proportion of pupils with different levels of proficiency in Swedish admitted to upper secondary school immediately after compulsory school. Section 1.5 describes the Swedish proficiency rating procedure and the implications of the various ratings. Sub-groups of pupils with home languages other than Swedish in which pupils with proficiency ratings A-D or E-F number less than 12 have not been separately specified in table 2.2.2. This means that certain groups (e.g. the Assyrian/Syrian, Esthonian-speaking, French-speaking, Dutch-speaking, Italian-speaking, Lappish-speaking and Czech-speaking groups) in which one type of proficiency heavily predominates (see table 2.1.2) are not separately specified. The total number of pupils in

table 2.2.2 with home languages other than Swedish is somewhat too low, since data are not forthcoming concerning the Swedish language proficiency of a small number of pupils.

In total terms, there is a relatively large difference between the proportion of pupils with Swedish proficiency ratings A-D admitted to upper secondary school and the proportion admitted with proficiency ratings E-F. The proportion of the total number of pupils with E-F ratings admitted to upper secondary school straight from compulsory school comes relatively close to the proportion admitted from among pupils having Swedish as their home language.

In most of the sub-groups specified in table 2.2.2, the proportion of pupils with proficiency ratings E-F admitted to upper secondary school is of the same order of magnitude as the proportion admitted from among pupils having Swedish as their home language. But the Danish-speaking and Spanish-speaking groups have a relatively low proportion of admissions for pupils with E-F Swedish proficiency ratings as well.

Table 2.2.2 Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion admitted to upper secondary school in the autumn of 1979; pupils with low and high proficiency respectively in the Swedish language

Home language/ descent	Profieciency in Swedish A-D		Profieciency in Swedish E-F	
	Proportion of pupils in grade 9	Whereof proportion admitted to upper secondary school	Proportion of pupils in grade 9	Whereof proportion admitted to upper sec. school
Arabic	34	50 %	18	83 %
Danish	43	56 %	411	61 %
English	36	36 %	150	76 %
Finnish	523	49 %	3 141	74 %
Greek	70	41 %	127	78 %
Yug. desc.	76	70 %	411	79 %
Norwegian	12	50 %	195	75 %
Polish	30	40 %	69	87 %
Portuguese	12	42 %	26	77 %
Spanish	123	27 %	85	66 %
Turkish	77	36 %	50	76 %
German	14	57 %	532	77 %
Hungarian	19	53 %	161	77 %
All pupils with home languages other than Swedish	1 234 [1)]	46 % [1)]	5 830	74 %

1) 23 per cent of the 193 pupils with Swedish language proficiency ratings A-B were admitted to upper secondary school.

The fact of the proportion of pupils with proficiency ratings A-D admitted to upper secondary school from the whole of the group with home languages other than Swedish being so much lower is more or less equally due to members of this low proficiency group applying for upper secondary school to a lesser extent than other pupils and to applicants from this group being less successful than others in gaining admission to upper secondary school; see table 2.2.6 and figure 2.3.5.

It should be remembered that pupils with Swedish proficiency ratings A-D constitute a relatively small proportion (17 per cent) of all pupils with home languages other than Swedish. But pupils with these ratings constitute a considerable proportion of certain of the sub-groups specified in table 2.2.2 (e.g. the Arabic-speaking, Spanish-speaking and Turkish-speaking groups).

There is a great difference within the English-speaking, Greek-speaking, Polish-speaking, Spanish-speaking and Turkish-speaking groups respectively between the proportions admitted of pupils with Swedish proficiency ratings A-D and E-F. Where these sub-groups are concerned, there is a great difference between pupils with different levels of proficiency in Swedish as regards both the proportion of pupils applying for upper secondary school and the proportion of applicants gaining admission; see table 2.2.6 and figure 2.3.5. The difference between pupils with different levels of proficiency in Swedish regarding the proportion of applicants admitted to upper secondary school is particularly pronounced in the Polish-speaking and Turkish-speaking groups.

In the Yugoslavian and Danish-speaking groups, there is little difference between pupils with different levels of proficiency in Swedish in terms of the proportion of pupils admitted to upper secondary school straight from compulsory school. Where the Danish-speaking group is concerned, this intrinsically quite small difference is due to pupils with Swedish proficiency ratings A-D applying for upper secondary school to a lesser extent than pupils with proficiency ratings E-F.

A very small proportion (27 per cent) of Spanish-speaking pupils with Swedish proficiency ratings A-D are admitted to upper secondary school straight from compulsory school.

Difference in transition frequencies between pupils who have and have not received home language instruction

Table 2.2.3 shows the proportion of pupils receiving and not receiving home language lessons in grade 9 who were admitted to upper secondary school immediately after compulsory school. (The proportion of pupils only receiving the other form of home language instruction, home language study guidance, is very small. For example, only 3 per cent of the grade 9 pupils receiving home language instruction participate solely in home language study guidance.)

For many reasons, however, it is unfortunately impossible to draw any reliable conclusions from the figures in table 2.2.3 concerning the effect of home language instruction on the predisposition of pupils to start upper secondary school. For example, table 2.2.3 only tells us the number of pupils receiving home language instruc-

tion in grade 9. Some of the pupils not receiving home language instruction in this grade may have received it in previous grades. Home language instruction is voluntary, and interest in receiving it may be less in grade 9 than in other grades, owing for example to the growing competition for marks, which leads the pupils to decide that they do not have time.

The proportion of grade 9 pupils receiving home language instruction in 1978/79 was 35 per cent, while the corresponding figure for compulsory school as a whole was 52 per cent. This suggests that only a small proportion of the pupils not receiving home language in grade 9 had actually received this type of instruction in previous grades.

The proportion of pupils receiving home language instruction and going straight on to upper secondary school comes relatively close to the corresponding figure for non-participants.

Table 2.2.3 Pupils with home languages other than Swedish attending grade 9 in 1978/79. Proportion admitted to upper secondary school in the autumn of 1979; pupils respectively receiving and not receiving home language instruction in grade 9

Swedish proficiency	Pupils receiving home language instruction		Pupils not receiving home language instruction	
	No. pupils in grade 9	Whereof proportion admitted to upper sec. school	No. pupils in grade 9	Whereof proportion admitted to upper sec. school
A-D	762	43 %	472	50 %
E-F	1 707	78 %	4 123	73 %
All levels	2 482	67 %	4 613	71 %

1) Data concerning Swedish language proficiency are lacking for some pupils.

In the case of pupils with Swedish proficiency ratings A-D, the proportion of home language instruction participants going on to upper secondary school is lower than the corresponding proportion of non-participants.

The contrary applies to pupils with proficiency ratings E-F.

As mentioned earlier, it is hard to draw any conclusions on the strength of table 2.2.3 concerning the possible effects of home language instruction on the predisposition of pupils to go on to upper secondary school. It may be, for example, that pupils with Swedish proficiency ratings A-D who receive home language instruction tend on average to have a lower lever of proficiency in Swedish than pupils with proficiency ratings A-D who do not receive this instruction. As previous tables have shown, there is a close connection between Swedish language proficiency and predisposition to go on to upper secondary school.

It is also possible that those pupils with proficiency ratings E-F who receive voluntary home language instruction have, in purely general terms, a higher level of aspiration than the non-participants. This would be reflected by a greater tendency to go on to upper secondary school.

More detailed inquiries are needed in this field to elucidate the connection between Swedish language proficiency, participation in home language instruction and upper secondary school transition frequencies. A more detailed analysis will become possible when the follow-up questionnaire study of pupils with home languages other than Swedish who left grade 9 in 1978/79 is completed. The intention is for the answers to the questionnaire to show roughly how much home language instruction the pupils have received throughout their school career.

Difference in transition frequencies between pupils in different counties

Figure 2.2.2 shows the proportion of the total number of grade 9 pupils in 1978/79 with home languages other than Swedish who were admitted to upper secondary school in the various counties of Sweden. The counties of Gotland and Jämtland are not included because of their small numbers of pupils with home languages other than Swedish (less than 15).

A number of applicants included in previous tables have not been included here. This applies to pupils who applied for upper secondary school but were not eligible for their preferences and therefore failed to gain admission. These pupils have not been specified for the various counties.

There may possibly be a certain difference between the counties in the criterion applied, when submitting particulars for this survey, concerning the classification of pupils with home languages other than Swedish. Consequently the figures in figure 2.2.2 may be somewhat uncertain.

The proportion admitted varies from 89 per cent in the County of Västerbotten to 56 per cent in the County of Kronoberg.

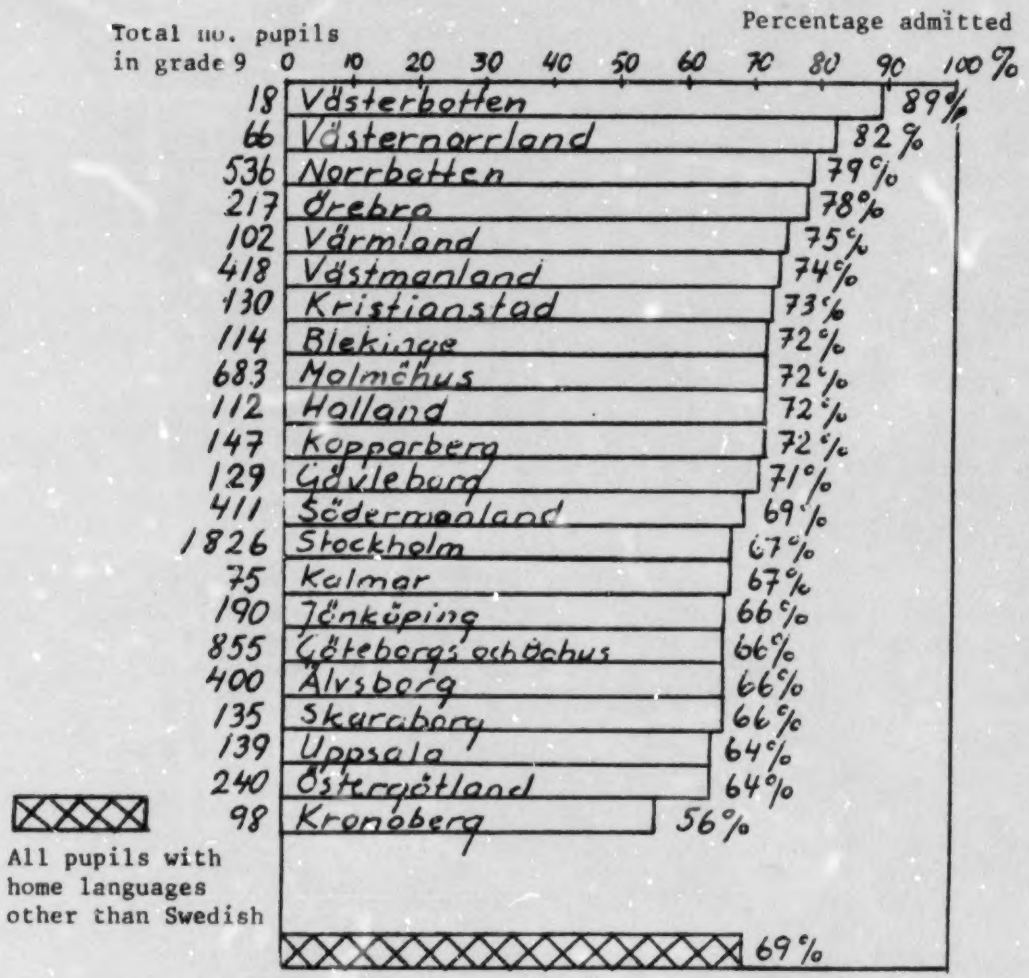
This difference between the counties with the largest and smallest proportions admitted is greater than the corresponding difference in the proportion of students admitted in the various counties as a percentage of the proportion of applicants.

This greater difference can be attributed to their being few applicants among the total number of pupils with home languages other than Swedish in certain counties, e.g. Jonköping, Kronoberg and Uppsala.

69 per cent of all pupils in grade 9 with home languages other than Swedish were admitted to upper secondary school in 1978/79. A large proportion of these pupils were admitted to upper secondary school in the counties of Västerbotten (89 %), Västernorrland (82 %), Norrbotten (79 %) and Örebro (78 %). A small proportion were admitted in the counties of Kronoberg (56 %), Östergötland (64 %) and Uppsala (64 %).

Corresponding percentages for sixteen-year-olds with Swedish as their home language who were in grade 9 in 1978/79 will be found in figure 2.2.1. This proportion was 80 per cent.

Figure 2.2.2 Pupils with home languages other than Swedish attending grade 9 in 1978/79. Proportion admitted to upper secondary school in different counties in the autumn term 1979



2.2.2 Proportion applying

Table 2.2.4 shows that the proportion of sixteen-year-olds with Swedish as their home language who applied for upper secondary school straight from compulsory school in 1979 can be estimated at 95 per cent. The corresponding figure for sixteen-year-olds with home languages other than Swedish is 9 percentage units lower, i.e. 86 per cent. There is probably also a difference of about 9 percentage units between pupils with Swedish as their home language and pupils with other home languages regarding the proportion applying directly for upper secondary school if one compares all pupils in the two groups in grade 9 in 1978/79, regardless of age.

The proportion applying directly for upper secondary school varies between 29 and 94 per cent for various sub-groups of pupils with home languages other than Swedish. Thus pupils in certain groups apply for upper secondary school to a somewhat greater extent than pupils having Swedish as their home language.

Some sub-groups of pupils with home languages other than Swedish apply for upper secondary school directly from compulsory school to the same extent as pupils having Swedish as their home language. Sub-groups of this kind include the French-speaking, Dutch-speaking, Italian-speaking, Czech-speaking and Hungarian-speaking groups.

Pupils of Assyrian/Syrian descent and pupils having Arabic, Spanish and Romany as their home languages apply directly for upper secondary school to a lesser extent than pupils in other groups.

Table 2.2.5 does not separately specify groups in which the number of men or women falls short of 15. This table shows that among both pupils with home languages other than Swedish and pupils having Swedish as their home language, the proportion of men applying for upper secondary school directly from grade 9 of compulsory school roughly equals the corresponding proportion of women. The above also applies to the pupils in the large Finnish-speaking group and to the members of the Italian-speaking, Norwegian-speaking and German-speaking groups.

Where other groups are concerned, the proportion of women applying directly for upper secondary school sometimes exceeds the proportion of men doing so. The opposite applies in roughly the same number of cases. But the difference between men and women in this respect is quite small, never exceeding 9 percentage units for the groups included in table 2.2.5.

Table 2.2.6 shows the proportion of direct applicants for upper secondary school among pupils with little command of Swedish (proficiency ratings A-D, see explanation in section 1.5) and for pupils with practically the same command of Swedish as the average Swedish pupil (proficiency ratings E-F). The application frequency of pupils with Swedish proficiency ratings A-D differs quite considerably from that of pupils with proficiency ratings E-F.

The proportion of applications among pupils with Swedish proficiency ratings E-F is on a level with the proportion of applicants in the group of pupils having Swedish as their home language. This applies to all the sub-groups specified in table 2.2.5, possibly with the exception of pupils having Danish as their home language.

Table 2.2.4 Pupils with home languages other than Swedish attending grade 9 in 1978/79. Proportion applying for upper secondary school in the autumn of 1979

Home language/ descent	No. pupils in grade 9	Whereof proportion applying for upper secondary school
Arabic	53	77 %
Ass/Syr descent	83	66 %
Danish	458	81 %
English	187	83 %
Esthonian	71	85 %
Finnish	3 673	87 %
French	30	93 %
Greek	197	78 %
Dutch	30	90 %
Icelandic	26	77 %
Italian	137	92 %
Yug. descent	490	87 %
Norwegian	208	84 %
Polish	99	86 %
Portuguese	38	84 %
Romany	14	29 %
Lappish	23	83 %
Spanish	210	70 %
Czech	47	94 %
Turkish	128	77 %
German	546	88 %
Hungarian	182	90 %
Other pupils with home lang's other than Swedish	165	81 %
All pupils with home lang's other than Swedish	7 095	85 %
16-yr-olds with home lang's other than Swedish	6 245	86 %
16-yr-olds with Swedish as their home language (estimate)	100 000	95 %[1)]

1) See estimate in App. 3

Table 2.2.5 Pupils with home languages other than Swedish attending grade 9 in 1978/79. Proportion of men and women respectively applying for upper secondary school in the autumn of 1979

Home language/ descent	Men		Women	
	No. in grade 9	Whereof proportion applying for upper sec. school	No. in grade 9	Whereof proportion applying for upper sec. school
Arabic	29	76 %	24	79 %
Ass/Syr. desc.	55	69 %	28	61 %
Danish	219	78 %	239	84 %
English	91	85 %	96	81 %
Esthonian	37	86 %	34	82 %
Finnish	1 796	87 %	1 875	87 %
Greek	98	81 %	99	75 %
Italian	68	93 %	69	91 %
Yug. desc.	233	84 %	256	91 %
Norwegian	108	85 %	100	83 %
Polish	49	90 %	50	82 %
Portuguese	22	82 %	16	88 %
Spanish	108	66 %	102	75 %
Czech	22	95 %	25	92 %
Turkish	78	79 %	50	74 %
German	245	88 %	301	88 %
Hungarian	86	87 %	96	92 %
All pupils with home lang's other than Swedish	3 486	85 %	3 606	86 %
16-yr-olds with home lang's other than Swedish	2 994	86 %	3 248	87 %
16-yr-olds with Swedish as their home language (estimate)	51 000	94 % 1)	49 000	96 % 1)

1) See estimate in App. 3

Table 2.2.6 Pupils with home languages other than Swedish attending grade 9 in 1978/79. Proportion applying for upper secondary school in the autumn of 1979; pupils with high and low proficiency respectively in the Swedish language

Home language/ descent	Swedish proficiency A-D		Swedish proficiency E-F	
	No. pupils in grade 9	Whereof proportion applying for upper sec. school	No. pupils in grade 9	Whereof proportion applying for upper sec. school
Arabic	34	68 %	18	94 %
Danish	43	77 %	411	82 %
English	36	58 %	150	89 %
Finnish	523	72 %	3 141	89 %
Greek	70	63 %	127	86 %
Yug. desc.	76	82 %	411	89 %
Norwegian	12	58 %	195	86 %
Polish	30	70 %	69	93 %
Portuguese	12	58 %	26	96 %
Spanish	123	58 %	85	87 %
Turkish	77	70 %	50	88 %
German	14	71 %	532	89 %
Hungarian	19	74 %	161	91 %
All pupils with home languages other than Sw.	1 234	69 % [1)]	5 830	89 %

1) 43 per cent of the 193 pupils with Swedish proficiency ratings A-B applied for upper secondary school.

2.3 Proportion admitted, preferences etc. among those applying for upper secondary school from grade 9

2.3.1 Reference group of pupils having Swedish as their home language

The group of pupils investigated in section 2.3 comprises those grade 9 pupils in the school year 1978/79 with home languages other than Swedish who applied for upper secondary school directly from compulsory school. It would help in various ways if this group could be compared with the group of pupils having Swedish as their home language who attended grade 9 in 1978/79 and applied for upper secondary school directly from compulsory school.

Unfortunately the 1979/80 register of applicants and students admitted contains no particulars as to which applicants attended compulsory school in 1978/79.

The pupils with home languages other than Swedish studied in this report belong, insofar as they obtained final marks for all subjects, to main group 1, sub-group 1 of the 1979/80 register of applicants and students admitted. (In other words, pupils in main

group 1 receiving numerical marks. The term "main group" is explained in section 1.5. The great majority of pupils with home languages other than Swedish who were in grade 9 in 1978/79 obtained leaving certificates from grade 9 in the spring term of 1979.

The group remaining after pupils with home languages other than Swedish in main group 1.1 have been deducted from the group of applicants with numerical marks in main group 1 of the 1979/80 register of applicants and students admitted consists for the most part of pupils having Swedish as their home language who were in grade 9 in 1978/79. But there also remain a number of pupils who left compulsory school in 1977/78 or earlier and were gainfully employed for up to six months. The pupils leaving compulsory school in 1977/78 or earlier can be estimated at about 10 per cent of the residue of pupils.

The above mentioned group remaining after pupils with home languages other than Swedish have been deducted from main group 1 will be used in this chapter as a Swedish-speaking reference group in comparisons between pupils having Swedish as their home language and pupils with other home languages.

The reference group comprises roughly two-thirds of all applicants for upper secondary school.

The expression "reference group having Swedish as their home language" will be consistently used in the following pages, even though this group may include a small number of pupils with other home languages who left compulsory school before 1978/79 and were gainfully employed for up to six months.

The figures for the reference group having Swedish as their home language are based on Statistiska meddelanden U 1980:3 and 1980:13 and on unpublished tables.

2.3.2 Which lines did the pupils apply for?

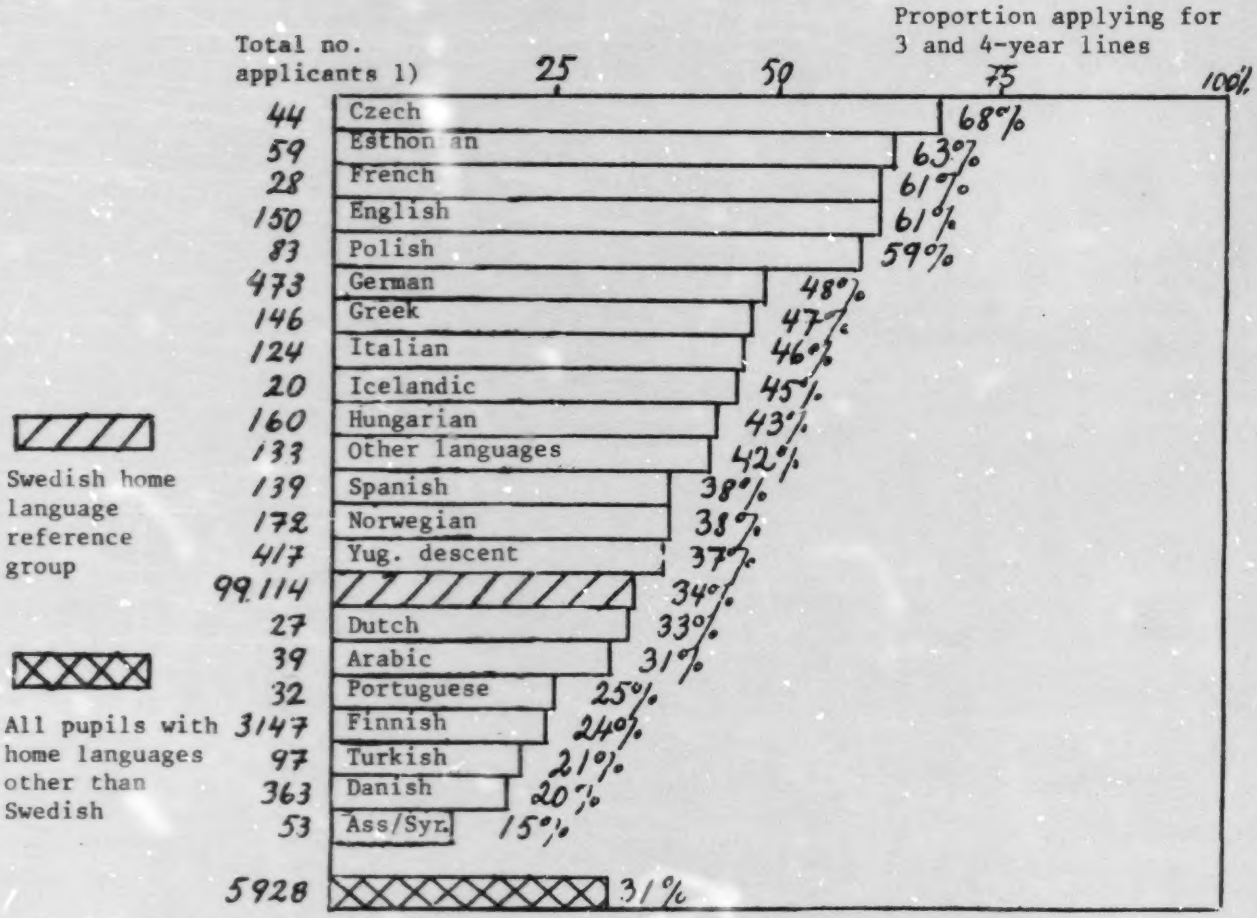
Figure 2.3.1 shows how many of the pupils with home languages other than Swedish applied for three and four-year lines of upper secondary school in the autumn term 1979. The group having Swedish as their home language have also been included for purposes of comparison.

The figure does not show the proportion of applicants having Lappish and Romany as their home languages, because these language groups in all comprised only 18 and 4 persons respectively applying for upper secondary school in the school year 1978/79. These pupils' preferences are not given in the following figures, which show the breakdown of applicants between different language groups.

It will be seen from figure 2.3.1 that the proportion applying for three and four-year lines of upper secondary school is far higher among certain pupil groups with home languages other than Swedish than among applicants in the Swedish home language group. This applies above all to pupils having Czech, Esthonian, French, English and Polish as their home languages. Pupils having Czech

as their home language actually include twice the proportion of applicants for three and four-year lines to be found in the Swedish home language group: 68 per cent as against 34 per cent.

Figure 2.3.1 Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Proportion applying for three and four-year lines as first preference



1) Only pupils eligible for their study routes of first preference

The proportions of pupils applying for three and four-year lines of upper secondary school are particularly small among Finnish-speaking, Turkish-speaking and Danish-speaking pupils and among pupils of Assyrian/Syrian descent.

On the other hand the proportion of pupils in the Swedish home language group applying for three and four-year lines is roughly the same as for all pupils with home languages other than Swedish.

Figure 2.3.2 shows the proportion of male pupils with home languages other than Swedish applying for scientific and technical lines of study.

The percentage of Finnish-speaking, Portuguese-speaking, Turkish-speaking and Greek-speaking men etc. applying for this educational sector exceeds the corresponding percentage of men from the Swedish home language group.

On the other hand Esthonian-speaking, French-speaking and Spanish-speaking male students, among others, are less tied to technical and scientific lines in their preferences.

All male pupils with home languages other than Swedish include a somewhat larger proportion of applicants for scientific and technical study routes than the Swedish home language reference group.

Figure 2.3.2 Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Proportion of men applying for technical and natural scientific lines as first preference. (Proportion of those with first preferences)

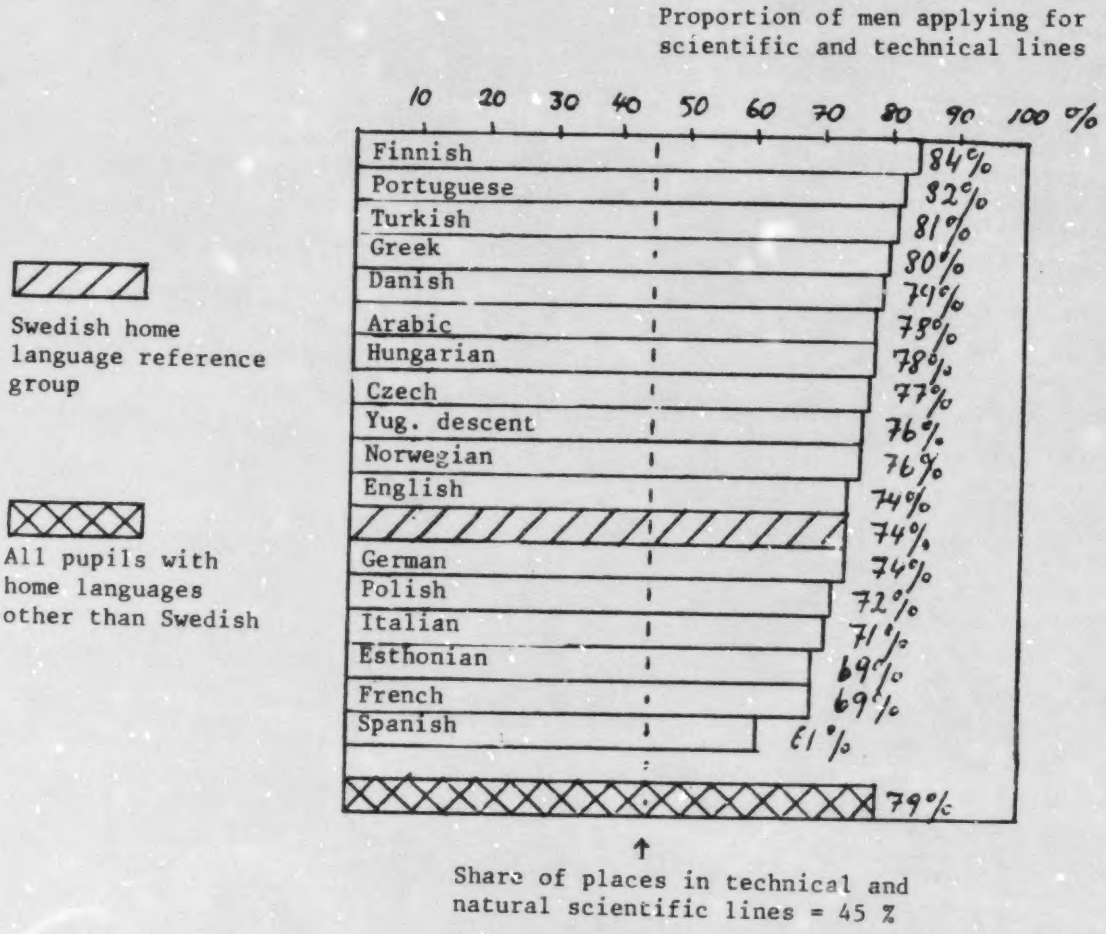


Figure 2.3.3 shows the percentages of female pupils from various language groups opting for liberal arts, social and economics lines. As can be seen, 100 per cent of French and Portuguese

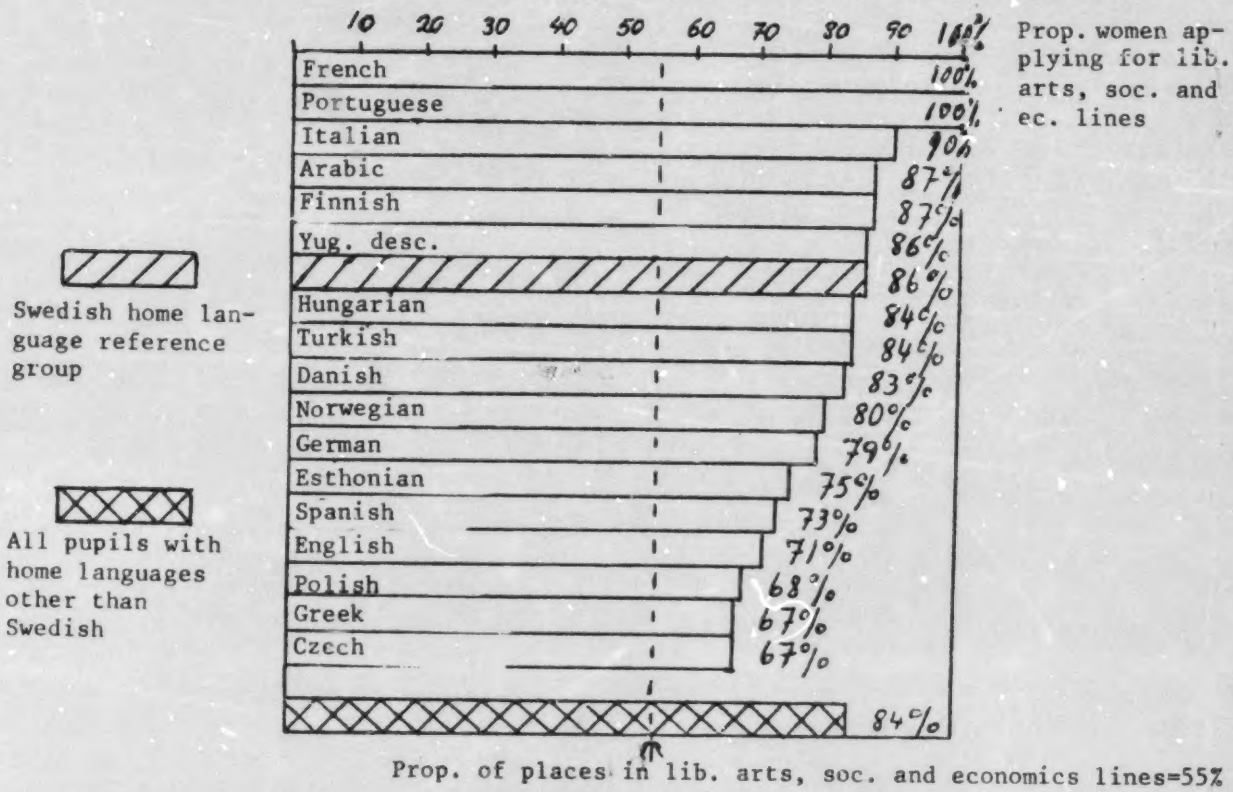
women opt for study routes in this sector. Polish-speaking, Greek-speaking and Czech-speaking women, on the other hand, are less tied to liberal arts, social and economics lines in their choices. The proportion of female pupils in the Swedish home language reference group applying for liberal arts, social and economics lines is the same as among female pupils with home languages other than Swedish.

The broken line in figures 2.3.2 and 2.3.3 shows what the breakdown of male and female applicants between groups of lines whould have been if all male and female pupils had applied respectively for scientific and liberal arts study routes in relation to the number of upper secondary school places available in the two sectors. Since upper secondary school places in the liberal arts/social/economics sector constitute 55 per cent of the total number in the various lines of upper secondary school, education of this kind would be in demand from 55 per cent of the boys and 55 per cent of the girls.

The corresponding proportion of applicants for scientific and technical lines of study would then be 45 per cent.

Table 2.3.1 shows the percentage breakdown of applicants in the autumn term of 1979, among pupils with home languages other than Swedish, between three and four-year lines, two-year theoretical lines and two-year vocational lines of upper secondary school.

Figure 2.3.3 Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Proportion of women applying for arts/social/economics lines as first preference. (Proportion of those with first preferences)



The largest proportion of applicants for two-year theoretical lines comes in the Dutch-speaking group (26%), followed by pupils of Assyrian/Syrian descent (17%), pupils with other home languages (16%) and pupils having Italian (15%) and Norwegian (15%) as their home languages.

Small percentages of applicants for two-year lines occur among pupils having Polish (8%) and German (9%) as their home languages.

The largest proportion of applicants for two-year vocational lines occurs among pupils having Portuguese as their home language (63%), followed by pupils with Finnish (56%) and Danish (53%) as their home languages.

The largest proportion of applicants for the Consumer Line and Nursing Line of upper secondary school, where pupils with home languages other than Swedish are concerned, occurs among Finnish-speaking pupils (17%). This may be compared with the Swedish home language reference group, where the application rate for these lines is 16 per cent. Low frequencies of applicants for two-year vocational lines occur among pupils having Czech (18%), Esthonian (22%), Polish (24%) and English (25%) as their home languages.

These home language groups have a far lower frequency of applications for these lines than the Swedish home language reference group (46%).

No percentages have been calculated in table 2.3.1 for pupils numbering less than 5. These unspecified percentages are marked X.

Table 2.3.1 Pupils with home languages other than Swedish applying for upper secondary school in the autumn term 1979 from grade 9 in 1978/79, by lines of first preference. Percentages

(Line abbreviations are explained in section 1.5)

Home language/ descent	3-4-yr lines						2-yr theoretical lines					2-yr vocational lines				Sp.c. last 1 yr or more	Sp.c. last 1 yr or less	Total	
	E	H	N. NT	S	T	E-T	Ek	Nu	So	Te	Ek-Te	Dk	Ko Sa Vd	Be, Ba, Du, Et, Fo, Li, Pr, Tr, Ve, Jo	Be-Wd			%	No.
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Arabic	x)	-	x)	-	-	31	x)	-	x)	x)	x)	x)	x)	23	44	x)	x)	100	39
Ass./Syr. desc.	x)	x)	x)	-	x)	15	x)	-	15	-	17	x)	x)	30	47	x)	11	100	53
Danish	5	2	5	2	5	20	4	x)	8	x)	13	10	15	29	53	13	x)	100	363
English	12	7	21	9	12	61	x)	-	7	-	10	x)	6	16	25	4	-	100	150
Esthonian	10	x)	19	14	12	63	x)	x)	x)	x)	12	x)	x)	12	22	x)	x)	100	59
Finnish	5	3	6	4	6	24	2	0	10	1	12	7	17	33	56	7	1	100	3 147
French	x)	x)	x)	x)	x)	61	-	-	x)	-	x)	x)	x)	x)	29	x)	-	100	28
Greek	7	6	18	5	10	47	5	x)	x)	x)	10	6	5	21	32	8	x)	100	146
Dutch	x)	x)	x)	x)	-	33	x)	x)	x)	x)	26	x)	x)	22	30	x)	x)	100	27
Icelandic	x)	x)	x)	x)	x)	45	-	x)	-	-	x)	-	x)	x)	40	x)	x)	100	20
Italian	11	11	10	9	5	46	x)	x)	8	x)	15	5	8	18	35	x)	-	100	124
Yug. desc.	11	6	7	4	9	37	3	x)	9	x)	14	9	9	22	40	8	x)	100	417
Norwegian	6	6	7	6	13	38	x)	x)	9	x)	15	6	8	24	38	8	x)	100	172
Polish	10	11	23	x)	11	59	x)	x)	x)	x)	8	x)	8	12	24	x)	x)	100	83
Portuguese	-	x)	x)	x)	-	25	-	-	x)	x)	x)	x)	x)	34	63	x)	-	100	32
Romany	-	-	-	-	-	-	x)	-	-	-	x)	x)	-	-	x)	x)	-	100	4
Lappish	-	-	x)	x)	-	x)	-	-	x)	x)	x)	-	x)	33	44	x)	-	100	18
Spanish	6	7	13	x)	8	38	x)	x)	7	-	13	6	14	13	33	x)	12	100	139
Czech	x)	x)	27	x)	18	68	-	-	x)	-	x)	x)	x)	x)	18	x)	-	100	44
Turkish	x)	x)	x)	x)	7	21	x)	-	x)	x)	9	6	7	31	44	13	12	100	97
German	10	7	12	8	11	48	3	x)	7	x)	11	5	12	18	35	6	x)	100	473
Hungarian	5	9	13	7	9	43	x)	-	11	x)	13	6	13	21	39	4	x)	100	160
Others w.home lang's other than Swedish	10	x)	14	8	8	42	5	-	9	x)	16	x)	11	21	35	x)	x)	100	133
All pupils w. home lang's other than Swedish	6	5	8	5	7	31	2	0	9	1	12	7	14	27	48	7	1	100	5 928
Swedish home lang. reference group	7	3	8	7	8	34	2	1	11	1	14	6	14	25	46	6		100	99 114

x) Not more than six pupils applying for the line concerned

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2.3.3 Proportion of the applicants admitted

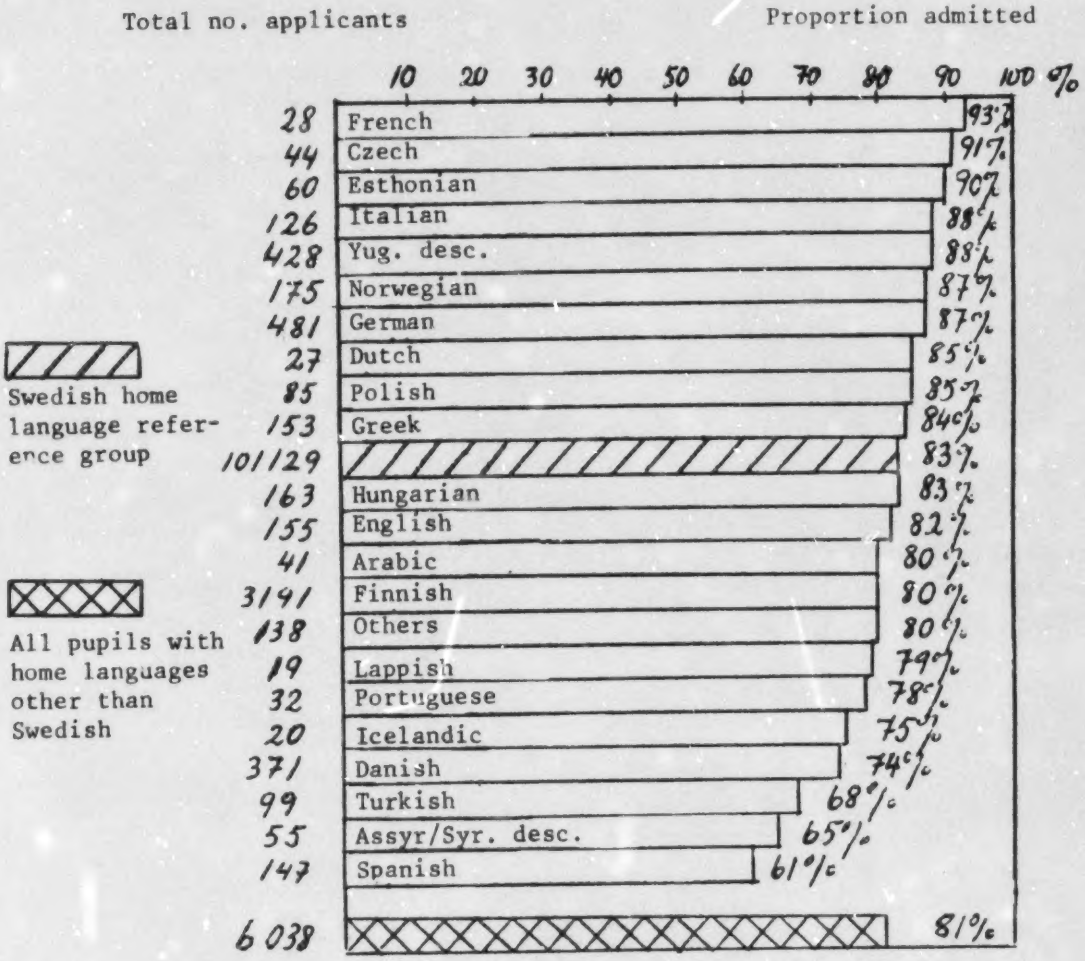
Figure 2.3.4 shows the proportion of those applying for upper secondary schooling lasting for at least one term who were admitted in the autumn term 1979. Among pupils with home languages other than Swedish, the only applicants counted are those who were in grade 9 in the school year 1978/79. The Swedish home language reference group comprises those coming straight from compulsory school or with up to six months' job experience. Only eligible applicants have been included. A small number of ineligible applicants and pupils who according to the register of applicants and students admitted did not apply (49 in all) have been included, however, from among pupils with home languages other than Swedish, since they were admitted to upper secondary school.

An estimated 6 per cent of applicants for upper secondary school are pupils with home languages other than Swedish.

81 per cent of the applicants with home languages other than Swedish gained admission to upper secondary school. This is roughly the same percentage of admissions as for the Swedish home language reference group. 83 per cent of the applicants from this reference group gained admission to upper secondary school.

Many groups of pupils with home languages other than Swedish have higher admission percentages than the Swedish home language reference group. Thus 93 per cent of pupils with French as their home language gained admission to upper secondary school, as did 91 per cent of the Czech-speaking and 90 per cent of the Esthonian-speaking pupils.

Figure 2.3.4 Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Proportion admitted to upper secondary school



Some groups of pupils with home languages other than Swedish have a much smaller proportion of successful applicants than the Swedish home language reference group. Only 61 per cent of Spanish-speaking pupils gained admission. The corresponding figures for the Assyrian/Syrian group and the Turkish-speaking group were 65 and 68 per cent respectively.

More than half the applicants with home languages other than Swedish have Finnish as their home language. 80 per cent of these Finnish-speaking applicants gained admission to upper secondary school.

It should be noted that many of the applicants who were not admitted to upper secondary school may have been offered places but declined them. About 70 per cent of the applicants not admitted in 1974 were offered places.

Proportion of male and female applicants admitted

Table 2.3.2 compares the proportions of male and female applicants respectively admitted to upper secondary school in the autumn of 1979. Only those groups in which the number of male or female applicants is at least 15 have been separately specified.

The total number of men and women with home languages other than Swedish according to table 2.3.2 is somewhat less than the total number of pupils with home languages other than Swedish who applied for upper secondary school. This is because particulars of sex are missing for a number of pupils.

Table 2.3.2 Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Proportion of men and women respectively admitted to upper secondary school

Home language/ descent	Men		Women	
	No. applicants	Whereof proportion admitted to upper secondary school	No. applicants	Whereof proportion admitted to upper secondary school
Arabic	22	91 %	19	68 %
Ass/Syr desc.	38	71 %	17	53 %
Danish	170	79 %	201	70 %
English	77	84 %	78	79 %
Esthonian	32	88 %	28	93 %
Finnish	1 559	82 %	1 630	80 %
Greek	79	89 %	74	78 %
Italian	63	86 %	63	90 %
Yug. desc.	195	88 %	232	89 %
Norwegian	92	90 %	83	84 %
Polish	44	86 %	41	83 %
Spanish	71	56 %	76	66 %
Czech	21	95 %	23	87 %
Turkish	54	68 %	37	68 %
German	216	92 %	265	83 %
Hungarian	75	81 %	88	84 %
All pupils with home languages other than Sw.	2 947	82 %	3 088	80 %
Swedish home language reference group	50 523	84 %	50 612	81 %

Totally speaking the proportion of male applicants entering upper secondary school straight from compulsory school is slightly greater than the corresponding proportion of female applicants. But the difference between men and women in terms of the proportion of applicants admitted is only a couple of per cent. The difference between the sexes in this respect is roughly the same among pupils with home languages other than Swedish as among the Swedish home language reference group.

In some of the pupil groups separately specified in table 2.3.2, the proportion of male applicants admitted is considerably greater than the corresponding proportion of female applicants. This applies to the Arabic-speaking group, the Assyrian/Syrian group and the Greek-speaking group. In the Spanish-speaking group, by contrast, the proportion of female applicants admitted is considerably greater than the proportion of successful male applicants.

In the other groups separately specified in table 2.3.2, the proportion of female applicants admitted is occasionally somewhat greater than the corresponding proportion of men. Sometimes the contrary applies. The difference never exceeds ten percentage units.

Spanish-speaking men (56 per cent admitted) are the sub-group with the smallest proportion of applicants admitted, among the groups in table 2.3.2. The largest proportion of applicants admitted is among Czech-speaking men (95 per cent).

Proportion of applicants admitted with low and high proficiency in Swedish

Figure 2.3.5 shows the magnitude of the difference, in terms of the proposition of applicants admitted to upper secondary school, between the group of pupils with low proficiency in Swedish and the group with high proficiency. Only sub-groups with at least 14 members are separately specified in figure 2.3.5. All groups excluded from this account, except for the Assyrian/Syrian group, have been excluded because of their small number of pupils with low proficiency in Swedish. The total number of applicants with low and high proficiency respectively in Swedish according to figure 2.3.5 is slightly less than the total number of applicants with home languages other than Swedish, the reason being that Swedish proficiency data are lacking for certain pupils.

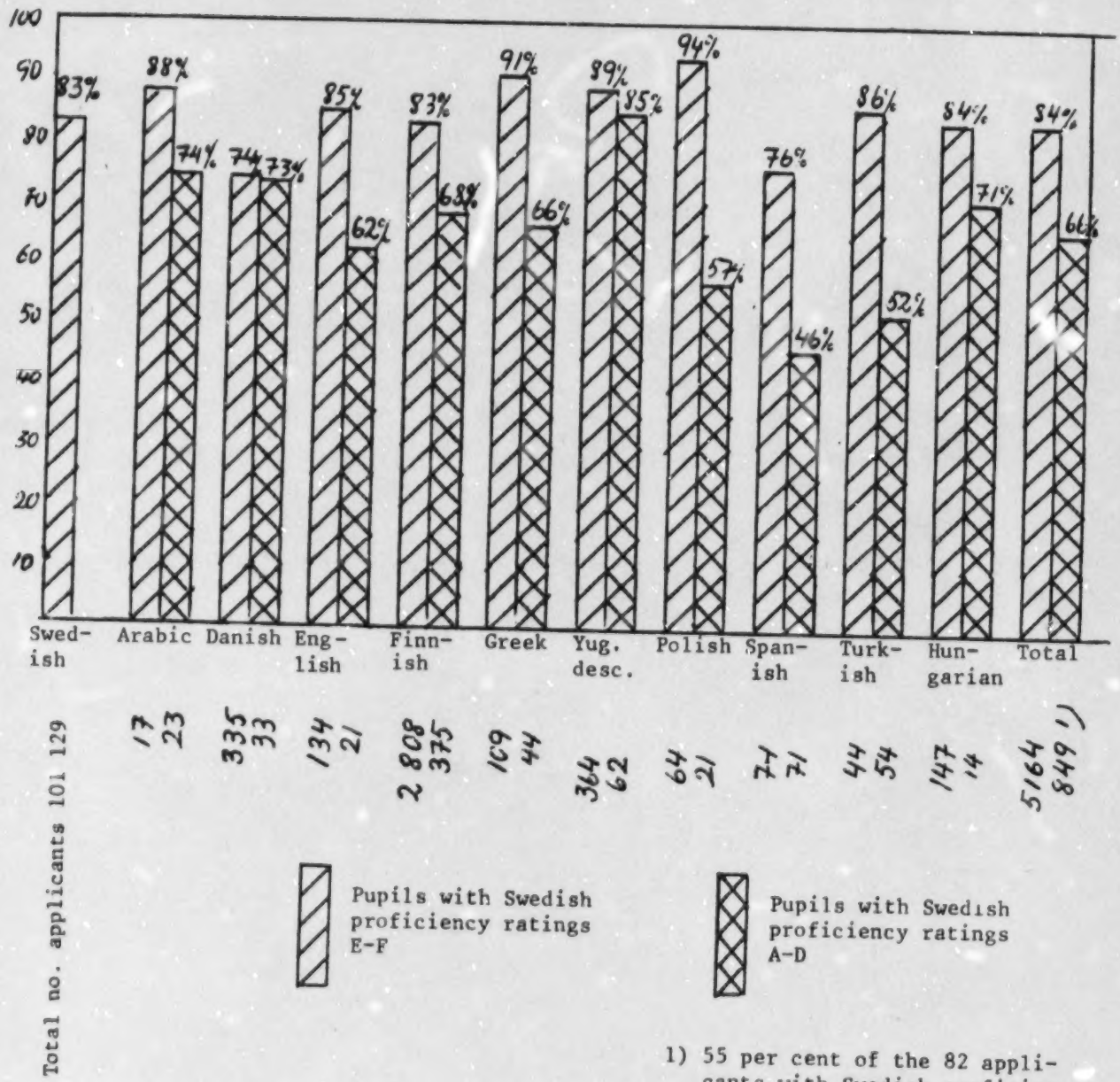
The Swedish proficiency data for pupils in the home language pupil register are based on an assessment by the pupils' teachers in grade 9 of compulsory school. This assessment is based on a six-point scale from A to F. The implications of the various levels of Swedish language proficiency (A-F) are explained in greater detail in section 1.5.

Figure 2.3.5 shows, with reference to various sub-groups of pupils with home languages other than Swedish, the numbers admitted to upper secondary school with Swedish proficiency ratings A-D (i.e. those not speaking Swedish as well as an average Swedish pupil) and with Swedish proficiency ratings E-F (i.e. those speaking Swedish like the average Swedish pupil).

The group of applicants with Swedish proficiency ratings A-D constitute a relatively small proportion of the total number of applicants with home languages other than Swedish (14 %). However, pupils with these proficiency ratings constitute a considerable proportion of the members of some of the sub-groups in figure 2.3.5 (the Arabic-speaking, Greek-speaking, Spanish-speaking and Turkish-speaking groups).

The proportion of successful applicants in the group with Swedish proficiency ratings A-D is far smaller (66%) than in the group with proficiency ratings E-F (84%). It is worth mentioning that 83 per cent of the applicants in the Swedish home language reference group were admitted to upper secondary school.

Figure 2.3.5 Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Proportion admitted to upper secondary school; pupils with different levels of proficiency in the Swedish language



1) 55 per cent of the 82 applicants with Swedish proficiency ratings A-D were admitted to upper secondary school.

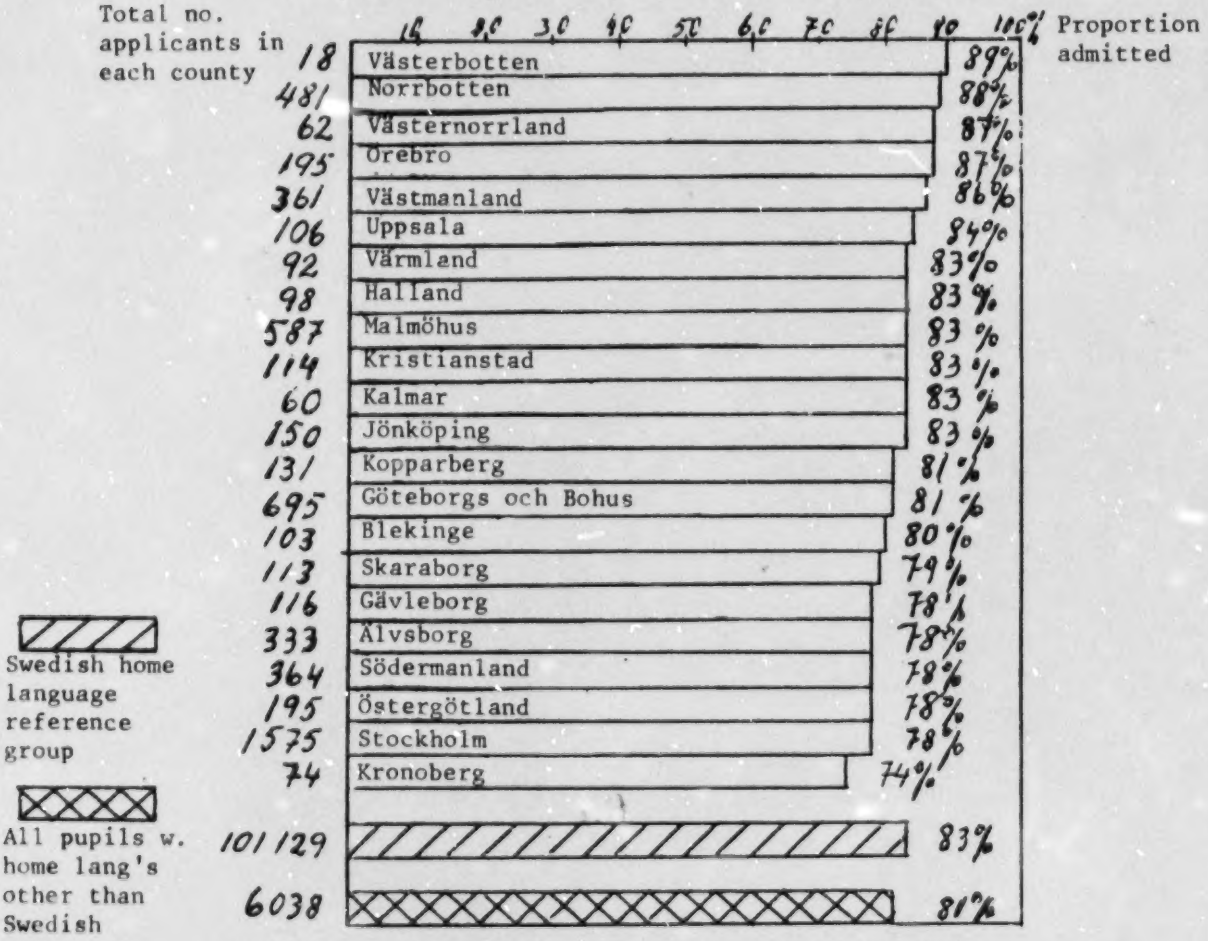
Upper secondary schools run special courses (known as introductory courses) aimed at preparing recently arrived immigrants or young persons with little knowledge of Swedish for upper secondary school studies. The pupils admitted to these courses are not included in the statistics on which this report is based. Some of the pupils with Swedish proficiency ratings A-D who according to table 2.3.5 were not admitted to upper secondary school may possibly have been admitted to an introductory course. (Also see section 2.2.1.)

The difference, in terms of the proportion admitted, between applicants with Swedish proficiency ratings A-D and those with Swedish proficiency ratings E-F varies a great deal between the groups specified in figure 2.3.5. There is a great deal of difference within the English-speaking, Greek-speaking, Polish-speaking, Spanish-speaking and Turkish-speaking groups, while on the other hand there is very little such difference within the Danish-speaking and Yugoslavian groups.

Proportion of applicants admitted in various counties

Figure 2.3.6 shows the proportion of applicants with home languages other than Swedish admitted to upper secondary school in various counties. In the counties of Gotland and Jämtland the number of applicants with home languages other than Swedish was less than 15, hence the exclusion of these two counties from the figure.

Figure 2.3.6 Pupils with home languages other than Swedish applying for upper secondary school in the autumn of 1979 from grade 9 in 1978/79. Proportion admitted to upper secondary school in various counties.



There may possibly be some differences between the counties in the criterion employed for pupils with home languages other than Swedish when supplying data for this survey. Owing to these possible differences of assessment, the data in figure 2.3.6 may be somewhat uncertain in some respects.

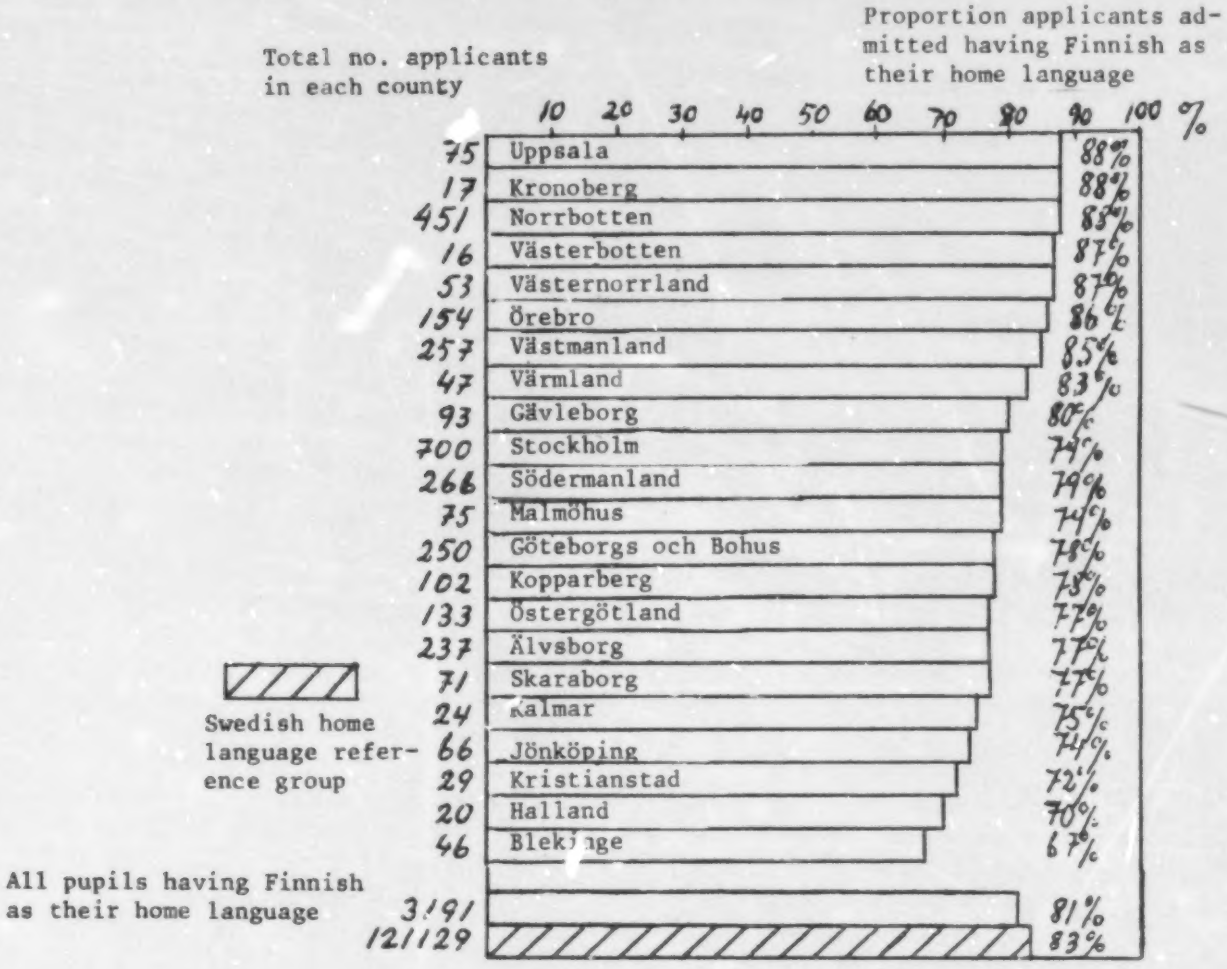
The proportion of applicants with home languages other than Swedish entering upper secondary school straight from compulsory school varies between 89 per cent in the County of Norrbotten and 74 in the County of Kronoberg. As mentioned earlier, the average proportion of pupils with home languages other than Swedish gaining admission to upper secondary school in the country as a whole is 81 per cent. Counties with a high proportion of pupils with home languages other than Swedish are represented both among counties with a large proportion of applicants admitted according to figure 2.3.6 and among counties with a small proportion of applicants admitted.

According to SCB statistics, counties with the largest proportion of pupils admitted among applicants with home languages other than Swedish also have a relatively small proportion of pupils with a low level of proficiency in Swedish. On the other hand, the counties with the smallest proportion of applicants admitted according to figure 2.3.6 include both counties below and above the average in terms of pupils with little proficiency in Swedish.

Finnish-speaking pupils constitute 53 per cent of pupils with home languages other than Swedish applying for upper secondary school directly from compulsory school.

Figure 2.3.7 shows the variation between the various counties of the proportion of applicants with Finnish as their home language admitted to upper secondary school. The counties of Gotland and Jämtland are not included in the figure because they have so few applicants whose home language is Finnish.

Figure 2.3.7 Pupils having Finnish as their home language and applying for upper secondary school in the autumn of 1979 form grade 9, 1978/79. Proportion admitted in various counties



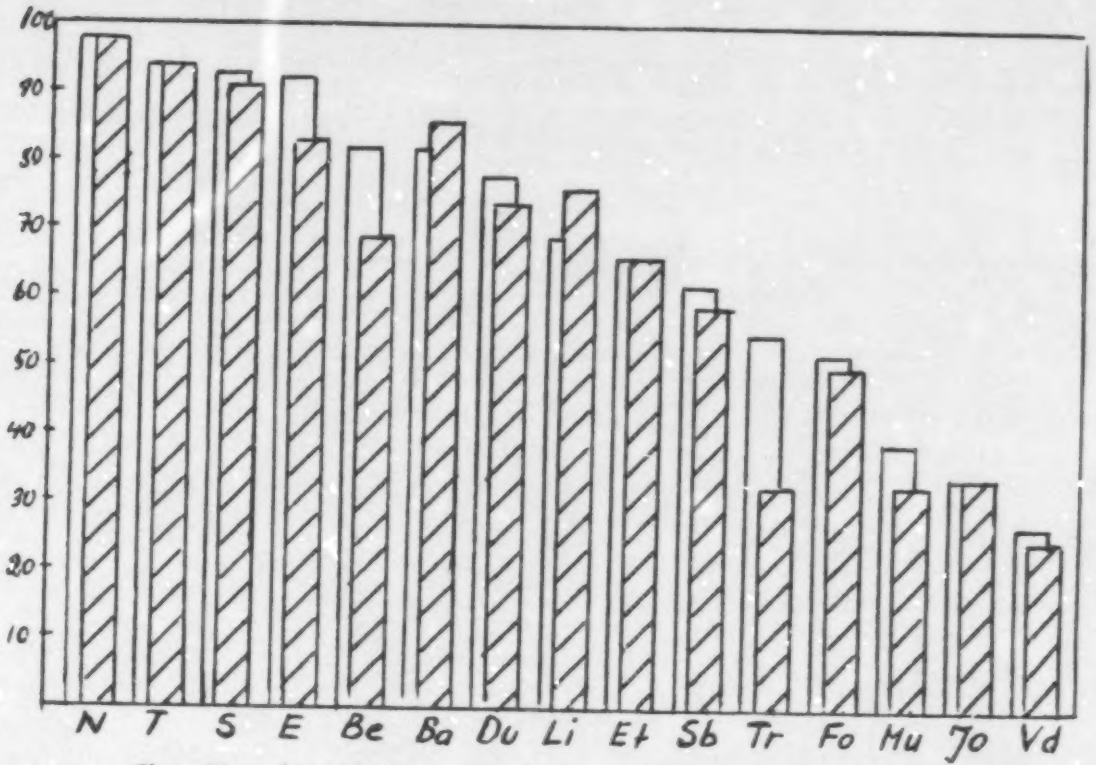
The proportion of successful applicants having Finnish as their home language varies between 88 per cent in the County of Uppsala and 67 per cent in the County of Blekinge. In the country as whole, 81 per cent of applicants having Finnish as their home language gained admission to upper secondary school.

Most of the non-immigrant pupils having Finnish as their home language live in the County of Norrbotten. But the proportion of pupils having Finnish as their home language and with a low level of proficiency in Swedish is only slightly lower in Norrbotten than it is on average in the country as a whole. The proportion of Finnish-speaking pupils gaining admission to upper secondary school in the County of Norrbotten is above the average for all Finnish-speaking pupils.

Comparison between various lines concerning numbers of first preference applicants and numbers admitted

The heights of the columns in figure 2.3.8 indicate, with reference to a number of lines of upper secondary school, the number of applicants admitted to each line divided by the number of first preference applicants for the line. The figure only includes those lines where the number of first preference applicants exceeds the number admitted (thus giving a ratio of less than 1). One ratio between applicants admitted and first preference applicants is given for pupils with home languages other than Swedish, and another is given for the Swedish home language reference group.

Figure 2.3.8 Pupils applying for upper secondary school in the autumn of 1979 from grade 9, 1978/79. Ratio between No. admitted and No. first preference applicants for various lines. Comparison of pupils with home languages other than Swedish and a group of pupils having Swedish as their home language



The abbreviations (N, T, S etc.) are explained in section 1.5

$$\frac{\text{No. pupils admitted having Swedish as their home language}}{\text{No. first preference applicants having Swedish as their home language}} \times 100$$

$$\frac{\text{No. pupils admitted having home languages other than Swedish}}{\text{No. first preference applicants having home languages other than Swedish}} \times 100$$

The heights of the columns, with reference to first preference applicants for a particular line, may be said to indicate the chances of one's first preference being catered for. (High columns= = poor chances.)

There are only a few lines (E, Be, Tr and Mu) concerning which the chances of one's first preference being catered for can be said to be lower for pupils with home languages other than Swedish than they are for the Swedish home language reference group.

2.3.4 Which lines were the pupils admitted to?

Table 2.3.3 shows the proportion of pupils with home languages other than Swedish admitted to three and four-year theoretical lines, two-year theoretical lines and two-year vocational lines of upper secondary school and also to specialized courses.

Percentages have not been calculated for numbers of pupils not exceeding 5; these proportions have been marked (x).

The proportion of pupils admitted to three or four-year theoretical lines or two-year theoretical lines was 51 per cent. But only 43 per cent of pupils with home languages other than Swedish applied for these lines. Pupils with home languages other than Swedish do not differ from other pupils in this respect.

Figure 2.3.9 shows pupils with home languages other than Swedish as a precentage of the total number of pupils admitted to various lines of upper secondary school. Of the three and four-year lines, the line with the largest proportion of those pupils admitted who have home languages other than Swedish is the Liberal Arts Line, while the Economics Line occupies the corresponding position among two-year theoretical lines. The Workshop Line has the largest proportion among the vocational lines. The Agricultural Line and the Woodwork Line have a small proportion of students admitted with home languages other than Swedish.

Table 2.3.3 Pupils with home languages other than Swedish admitted to upper secondary school in the autumn term 1979 from grade 9 in 1978/79. Percentage distribution by lines of admission.

(Line abbreviations are explained in section 1.5.)

Home language/ descent	3-4-yr lines							2-yr theor. lines					2-yr vocat. lines				Spec. courses lasting 1 yr or more	Spec. co'ses last. less than 1 yr	Total	
	E	H	N	NT	S	T	Total 3-4-yr lines	Ek	Hu	So	Te	Total 2-yr th lines	Dk	Ko Ss Vd	SeBaDu StFoLi CrTrVe GoSp	Total 2-yr v. lines			Total	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	No.
Arabic	x)	-	x)	-	-	18	33	x)	-	x)	x)	21	x)	x)	21	36	x)	-	100	33
Assyr/Syr desc.	x)	x)	x)	-	-	x)	22	x)	-	25	-	28	x)	-	31	42	x)	-	100	36
Danish	5	4	4	x)	3	6	24	5	-	9	x)	16	13	9	27	49	11	x)	100	274
English	9	6	22	x)	10	12	63	5	-	7	x)	13	7	x)	10	20	x)	x)	100	127
Esthonian	x)	x)	19	x)	15	13	65	x)	x)	x)	x)	15	x)	x)	x)	17	x)	-	100	54
Finnish	5	4	7	1	4	7	27	3	x)	11	1	15	10	11	31	52	5	1	100	2 379
French	x)	x)	23	-	x)	x)	65	-	-	x)	-	x)	x)	x)	x)	x)	x)	-	100	26
Greek	x)	5	19	x)	5	13	46	/	-	x)	x)	13	7	x)	21	30	8	x)	100	128
Dutch	x)	x)	x)	-	x)	-	35	x)	-	x)	x)	26	x)	x)	x)	30	x)	-	100	23
Icelandic	x)	x)	x)	-	x)	x)	67	-	-	x)	-	x)	-	x)	-	x)	x)	-	100	15
Italian	10	16	10	x)	7	x)	49	x)	-	10	x)	15	9	x)	19	32	x)	-	100	111
Yug. desc.	11	7	6	-	4	9	37	3	x)	12	2	19	13	4	20	37	6	x)	100	378
Norwegian	6	5	8	-	5	15	39	x)	-	14	4	20	5	5	22	33	8	-	100	153
Polish	11	11	24	x)	x)	10	61	x)	-	11	x)	14	x)	x)	13	21	x)	-	100	72
Portuguese	-	x)	x)	-	x)	-	28	x)	-	x)	x)	x)	x)	x)	24	48	x)	x)	100	25
Romany	-	-	-	-	-	-	-	x)	-	-	-	x)	x)	-	-	x)	x)	-	100	3
Lappish	-	-	x)	-	x)	x)	x)	-	-	x)	-	x)	x)	-	x)	40	x)	-	100	15
Spanish	8	10	17	x)	x)	11	51	9	-	10	x)	20	7	7	10	23	x)	x)	100	90
Czech	x)	x)	28	-	x)	18	68	-	-	x)	x)	15	x)	x)	x)	18	-	-	100	40
Turkish	x)	x)	x)	-	x)	10	27	x)	-	x)	x)	16	10	x)	27	40	15	x)	100	67
German	10	7	13	x)	9	11	52	5	x)	7		12	6	5	17	29	5	2	100	419
Hungarian	6	10	13	-	9	10	48	x)	-	12	x)	15	7	5	19	31	4	x)	100	135
Other pupils w. home lang's other than Sw.	9	x)	18	-	7	7	46	7	-	10	6	22	x)	7	18	29	x)	x)	100	107
All pupils w.h. lang's other than Swedish	6	5	10		5	8	35	4	0	10	2	16	9	8	25	43	5	1	100	4 910
Swedish home lang., ref. group	8	4	9		7	10	38	3	0	13	1	17	8	9	22	39	6		100	83 472

xx) Indicates that the number of pupils admitted to a line does not exceed six

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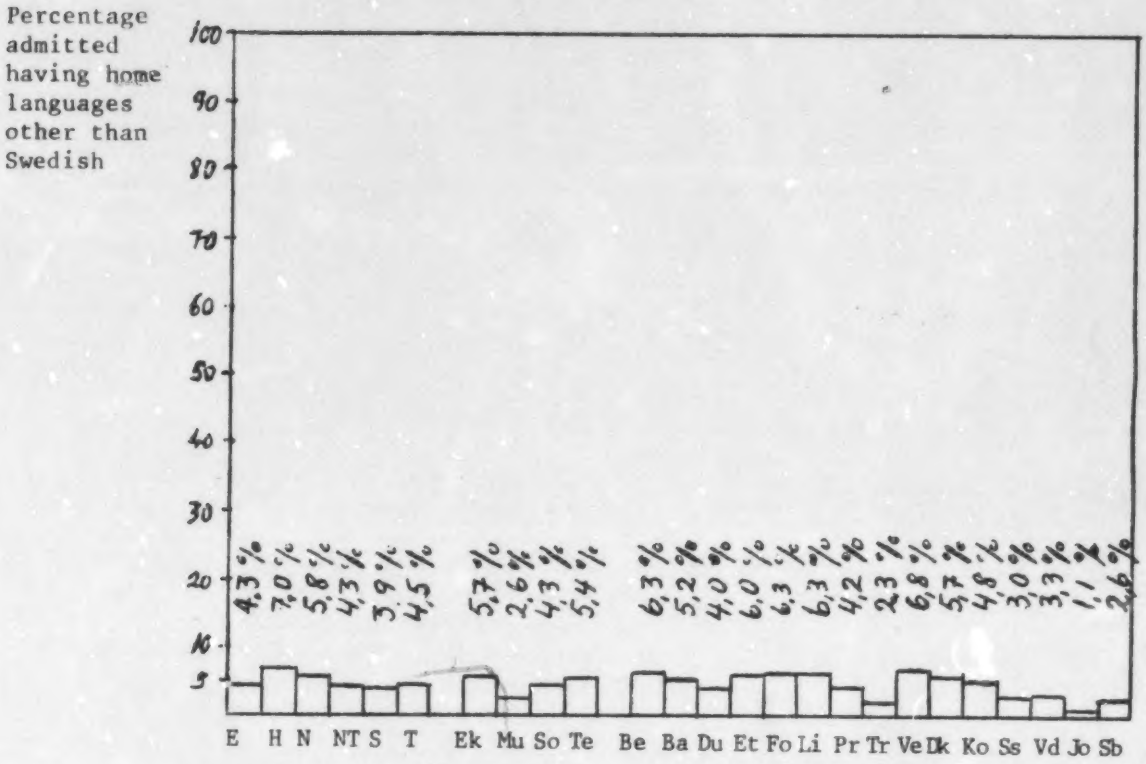
Figure 2.3.9 Proportion of total number of pupils admitted to various lines in the autumn of 1979 comprising pupils with home languages other than Swedish admitted from grade 9, 1978/79



The abbreviations E, H, N etc. are explained in section 1.5

Differences between men and women

Table 2.3.4 shows how male and female pupils having Finnish as their home language, pupils with other home languages (except Swedish) and the Swedish home language reference group were admitted to various lines of upper secondary school.

Pupils having Finnish as their home language were admitted to three and four-year theoretical lines to a lesser extent than other pupils with home languages other than Swedish and the Swedish home language reference group. This applies both to male and female students admitted. Male Finnish-speaking applicants were also admitted to a somewhat lesser extent to the two-year theoretical lines.

Male and female Finnish-speaking pupils were to a great extent admitted to two-year vocational lines, such as the Building and Construction Line, the Workshop Line, the Electro-Telecommunications Line and the Motor Engineering Line for male applicants and the Distribution and Clerical Line, The Consumer Line, the Nursing Line and the Social Service Line for female applicants.

On the other hand admission frequencies to the Consumer Line, the Nursing Line and the Social Service Line are lower for other female pupils with home languages other than Swedish than for

Table 2.3.4 Pupils with home languages other than Swedish admitted to upper secondary school in the autumn of 1979 from grade 9, 1978/79. Percentage distribution, men and women respectively, by lines of admission

Sex home language	E	H	N NT	S	T	Tot E-T	Ek	Mu	So	Te	Tot Ek-Te	Be	Ba	Du	Et	Fo	Li	Pr	Tr	Ve	Dk	Ko	Vd Ss	Jo	Sb	Tot Be-Sb	Spec course ≥ 1 yr	Spec course < 1 yr	All students admitted	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	No.
Men																														
Finnish home lang.	2	1	8	2	12	25	2	0	6	2	10	-	14	1	11	10	1	1	1	18	3	0	0	0	1	61	4	1	100	1 280
All pupils with home languages other than Swedish or Finnish	6	2	12	4	17	41	4	0	7	4	15	-	6	1	8	8	2	0	0	9	4	0	0	0	0	39	5	1	100	1 157
Swedish home language reference group	7	1	10	4	17	40	3	0	8	2	14	0	10	1	8	7	1	1	1	10	3	0	0	1	1	43	3		100	42 530
Women																														
Finnish home language	7	6	7	7	2	29	4	0	16	0	20	1	0	0	0	0	2	0	0	0	17	14	8	0	0	43	6	2	100	1 299
All pupils with home languages other than Swedish or Finnish	10	13	13	9	3	47	5	0	12	0	18	1	0	0	0	0	1	0	0	0	13	6	4	0	0	26	7	2	100	1 174
Swedish home language reference group	9	7	8	10	2	37	4	0	17	0	22	1	0	0	0	0	1	0	0	0	13	11	7	1	0	34	7		100	40 952

The abbreviations E, H, N etc. are explained in section 1.5

Figure 2.3.10 Pupils with home languages other than Swedish admitted to a line of upper secondary school in the autumn of 1979 from grade 9, 1978/79. Proportion of men admitted to technical-natural scientific lines

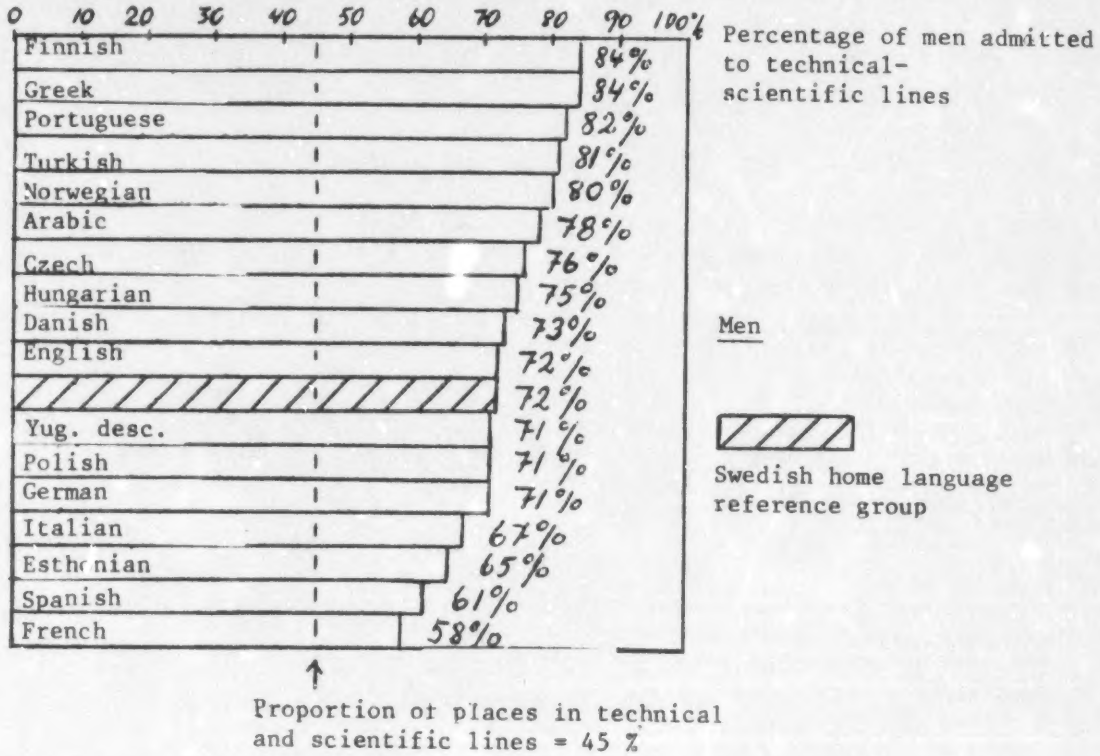
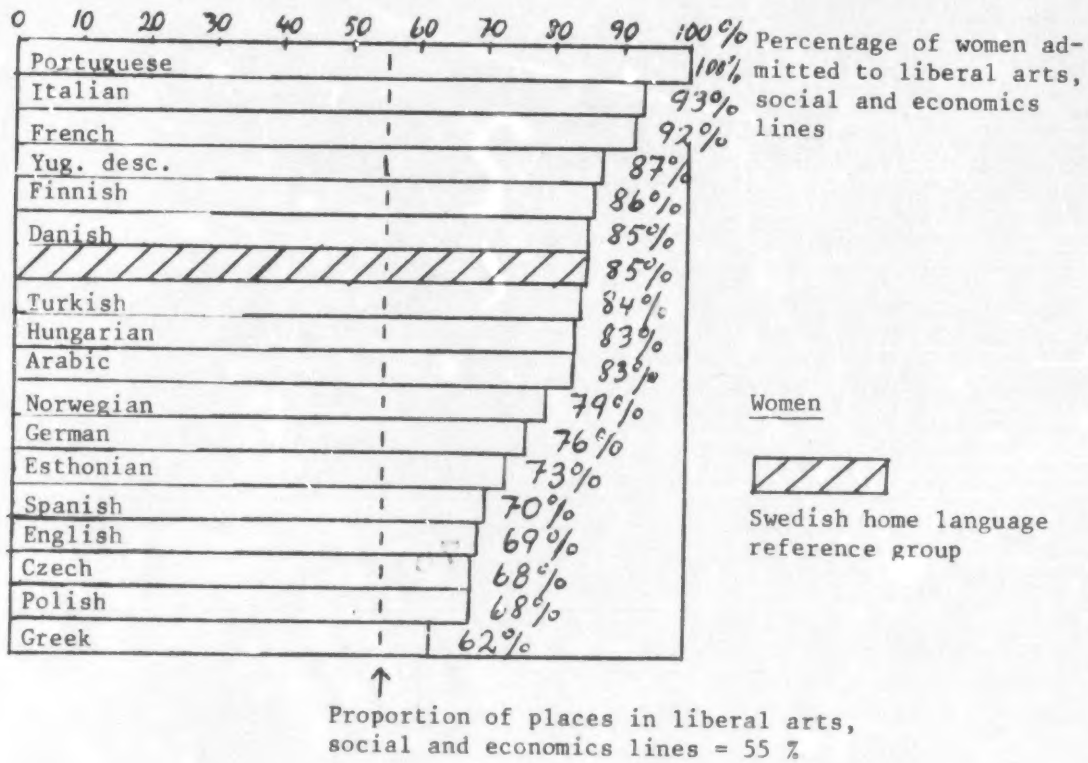


Figure 2.3.11 Pupils with home languages other than Swedish admitted to a line of upper secondary school in the autumn of 1979 from grade 9, 1978/79. Proportion of women admitted to liberal arts/social/economics lines



the Finnish-speaking pupils. The two-year Social Line is another line to which other pupils with home languages other than Swedish have been less extensively admitted. The differences are less pronounced where the other two-year theoretical lines are concerned. Pupils with home languages other than Swedish and Finnish tend to gain admission to the three and four-year theoretical lines more extensively than the Swedish home language reference group.

Figures 2.3.10 and 2.3.11 show the proportion of male pupils with home languages other than Swedish admitted to the scientific and technical study routes, together with the proportion of female pupils with home languages other than Swedish admitted to the liberal arts, social and econimic study routes.

Men with Finnish, Greek, Portuguese and Turkish as their home languages are extensively admitted to study routes in the scientific and technical sector, while men with French, Spanish, Esthonian and Italian as their home languages are less extensively admitted to this sector.

Women having Portuguese, Italian and French as their home languages have been more extensively admitted to liberal arts, social and economic study routes than women whose home languages are Greek, Polish, Czech, English and Spanish.

Differences between pupils with different levels of proficiency in Swedish

Table 2.3.5 shows, for all pupils with home languages other than Swedish, a larger proportion admitted to three and four-year lines of upper secondary school among those with good proficiency in Swedish (E-F) than among those who are less proficient in the language (A-D). The difference in the proportion of students admitted is not equally pronounced within all the home language groups dealt with here. In the group having Spanish as its home language, there is no great difference between pupils with different levels of proficiency in Swedish; instead these pupils have been admitted to three and four-year lines to roughly the same extent, regardless of their command of Swedish.

Table 2.3.5 Pupils with home languages other than Swedish admitted to upper secondary school in the autumn of 1979 from grade 9, 1978/79. Proportion admitted to three and four-year lines: pupils with high and low proficiency respectively in the Swedish language

	Swedish proficiency A-D		Swedish proficiency E-F	
	No. admitted	Whereof admitted to 3 and 4-year lines	No. admitted	Whereof admitted to 3 and 4-year lines
Arabic	17	6 %	15	60 %
Danish	27	4 %	249	26 %
Finnish	254	11 %	2 320	29 %
Greek	29	21 %	99	54 %
Yug. desc.	53	23 %	323	39 %
Spanish	33	48 %	56	54 %
Turkish	28	21 %	38	29 %
All pupils with home languages other than Swedish	563	18 %[1)]	4 330	37 %
Swedish home language reference group	-	-	83 472	38 %

1) 29 per cent of the 45 pupils with Swedish profieciency A-B who were admitted to upper secondary school were admitted to three and four lines

How large a proportion are admitted to their l of first preference?

Table 2.3.6 shows the proportion of the pupils with home languages other than Swedish admitted to upper secondary school who were admitted to their line of first preference. 82 per cent of the Swedish home language reference group were admitted to their first preference. Several groups with home languages other than Swedish are extensively successful in gaining admission to their first preference, namely pupils with Czech (93%), French (92%), Esthonian (91%), Polish (86%) and Dutch (83%) as their home languages and pupils of Assyrian/Syrian descent (86%). Pupils having Lappish (53%), Turkish (61%), Icelandic (67%) and Portuguese (68%) as their home languages tend less frequently to gain admission to their line of first preference.

Table 2.3.7 shows, with reference to pupils with different levels of proficiency in Swedish, the proportion of various language groups gaining admission to their line of first preference. Percentages have only been calculated for numbers exceeding 15.

This table shows that pupils with good proficiency in Swedish (E-F) tend somewhat more often than pupils with proficiency ratings A-D to gain admission to their line of first preference (76 per cent as against 70 per cent). This tendency is not equally pronounced in all language groups.

Table 2.3.6 Pupils with home languages other than Swedish admitted to upper secondary school in the autumn of 1979 from grade 9, 1978/79. Proportion admitted to lines of first preference

Home language/ descent	No. admitted	Whereof proportion admitted to line of first preference
Arabic	33	73 %
Ass/Syr desc.	36	86 %
Danish	274	78 %
English	127	80 %
Esthonian	54	91 %
Finnish	2 579	74 %
French	26	92 %
Greek	128	75 %
Dutch	23	83 %
Icelandic	15	67 %
Italian	111	77 %
Yug. desc.	378	73 %
Norwegian	153	75 %
Polish	72	86 %
Portuguese	25	68 %
Lappish	15	53 %
Spanish	90	70 %
Czech	40	93 %
Turkish	67	61 %
German	419	81 %
Hungarian	135	77 %
All pupils with home lang's other than Swedish	4 910	76 %
Swedish home lang. ref. group	83 472	82 %

Table 2.3.7 Pupils with home languages other than Swedish admitted to upper secondary school in the autumn of 1979 from grade 9, 1978/79. Proportion admitted to lines of first preference; pupils with low and high levels of proficiency respectively in the Swedish language

Home language/ descent	Swedish proficiency A-D		Swedish proficiency E-F	
	No. admitted	Whereof admitted to first preference	No. admitted	Whereof admitted to first preference
Arabic	17	59 %	15	87 %
Danish	24	79 %	249	78 %
Finnish	254	67 %	2 320	74 %
Greek	29	62 %	99	79 %
Yug. desc.	53	74 %	323	73 %
Spanish	33	76 %	56	68 %
Turkish	28	61 %	38	61 %
All pupils w. home lang's other than Sw.	563	70 % [1)]	4 330	76 %

1) 62 per cent of the 45 pupils with Swedish proficiency ratings A-B admitted to upper secondary school were admitted to their lines of first preference.

INSTRUCTIONS

The following frame has been chosen for this collection of data.

1. "Pupils with a home language other than Swedish"

The above definition supersedes the old standard concept of "immigrant pupils" in contexts where the statistics are concerned with pupils entitled to home language instruction.

2. "Pupils requiring auxiliary Swedish lessons"

The statistics are also to show the pupils with a deficient knowledge of Swedish who are entitled to auxiliary Swedish lessons. These pupils are defined as follows:

a) pupils with home languages other than Swedish
b) Swedish-speaking pupils whose parents/guardians employ or have employed a home language other than Swedish
c) Swedish-speaking pupils who have attended school in other countries

Particulars are to refer to week 45. Pupils who are temporarily absent, for example because of illness or leave of absence, are also to be included in the list

This form is to be detached and delivered to the headmaster's office not later than .....

.....

(Closing date to be determined by the headmaster.)

The headmaster's office will forward the data in summarized form (without the pupils' name and national registration numbers) to the municipal local education authority for delivery to the Central Bureau of Statistics (SCB)

Explanation of notes

1. The pupil's home language or home languages shall be taken to comprise one or more language constituting a living element of his or her domestic environment. If a pupil has more than one home language, please note one only.

The names of languages are to be abbreviated as follows:

al	Albanian	ru	Rumanian
alju	Albanian a)	ruju	Rumanian a)
ar	Arabic	ry	Russian
arass	Arabic b)	sa	Lappish
da	Danish	seju	Serbocroatian
en	English	sc	Slovakian
es	Esthonian	soju	Slovakian a)
fi	Finnish	slju	Slovenian a)
fr	French	sp	Spanish
gr	Greek	syass	Syriac b)(incl.v'sc)
ho	Dutch	tj	Czech
is	Icelandic	tu	Turkish
it	Italian	tuass	Turkish b)
kuass	Kurdish b)	tuju	Turkish a)
maju	Macedonian a)	ty	German
no	Norwegian	un	Hungarian
pl	Polish	unju	Hungarian a)
po	Portuguese	Names of other lang's are to be written in full	
ro	Romany		

a) Concerning pupils of Yugoslavian desc.
b) Concerning pupils of Assyrian descent
c) The variants refer to East-Syriac, West-Syriac and Aramaic

2. When a parent/guardian and pupil have expressed a desire for home language lessons but it has not been possible to arrange this instruction.

3. When a parent/guardian and pupil have expressly stated that they do not desire home language lessons.

4. The pupils' proficiency in the Swedish lessons, together with the class teacher or form master.
Proficiency is to be indicated by a letter of the alphabet, according to the following scale:

A Does not know any Swedish at all.
B Understands very simple everyday language.
C Understands and speaks very simple everyday language. Can cope independently with simple language situations at school and in everyday life generally.
D Understands everyday language but has difficulty with unusual words and abstract terms. Speak spontaneous Swedish but has a limited vocabulary.
E Speaks Swedish like an average Swedish pupil but has certain difficulties w. the written language and needs extra grammar practice. (For pupils - see definition - in a special class, e.g. a remedial class, "average" special class pupils are to be taken as a reference group in this context.)
F Has the same command of Swedish as an average Swedish pupil. (For pupils - see definition - in a special class, e.g. a remedial class, "average" special class pupils are to be taken as a reference group in this context.)

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To be detached and transmitted to the headmaster's office.
The copy is to be retained at the headmaster's office until Nov 1979.

Name of school	
Municipality	
Rapporteur (form master etc.)	

LIST

Date .....

I/UK 113
Compulsory school
Class designation | Grade .....

Particulars refer to vee 45

Surname and given names (Please group the pupils by languages)	Grade (for B class only)	National registration number (grade 9 only)	Sex		Pupil's home language 1)	Home language instruction				Home lang. study guidance		Swedish proficiency (A-F) 4)	Auxiliary Swedish lessons		
						Home language lessons (put crosses where appropriate)							Participates		No. periods per week
			M	W		Participates		Wishes to p. but is n. doing 2	Does not wish to particip. 3	Participates					
						Yes	No			Yes	No		Yes	No	

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Pupils with home languages other than Swedish in grade 9 in 1978/79. Proportion participating in various combinations of home languages lessons, home language study guidance and auxiliary Swedish lessons

Home language/ descent	Participated in home language lessons				Not participated in home language lessons			
	Participated in home language study guidance		Not participated in home language study guidance		Participated in home language study guidance		Not participated in home language study guidance	
	Participated in aux. Sw.	Not participated in aux. Sw.	Participated in aux. Sw.	Not participated in aux. Sw.	Participated in aux. Sw.	Not participated in aux. Sw.	Participated in aux. Sw.	Not participated in aux. Sw.
Arabic	19	1	8	8	-	-	7	10
Ass/Syr. desc.	33	2	23	4	9	-	9	3
Danish	6	-	9	24	1	2	56	360
English	8	1	18	45	2	-	20	93
Esthonian	-	6	-	12	-	-	4	49
Finnish	194	139	151	749	25	22	246	2 148
French	1	2	2	10	-	-	-	15
Greek	33	5	27	61	1	-	17	53
Dutch	-	-	1	5	-	-	1	23
Icelandic	3	-	2	7	1	-	4	9
Italian	2	5	1	49	-	-	10	70
Yug. desc.	18	19	37	137	2	4	37	236
Norwegian	1	2	-	4	-	1	16	184
Polish	17	1	8	17	1	-	9	46
Portuguese	5	1	6	10	1	-	5	10
Romany	2	-	-	-	-	-	5	7
Lappish	-	8	-	9	-	-	-	6
Spanish	88	5	29	35	1	-	11	41
Czech	1	2	1	13	1	-	5	24
Turkish	54	8	19	13	3	-	13	18
German	7	4	6	103	-	-	29	397
Hungarian	4	1	10	32	1	-	19	115
Other pupils w. home lang's other than Sw.	17	4	15	33	1	-	32	63
All pupils w. home lang's other than Sw.	513	216	373	1 380	50	29	555	3 980

Appendix 2
81

Estimate of proportion of 16-year-olds applying for and admitted to upper secondary school in the autumn of 1979 among those in grade 9 in 1978/79

		Men	Women	Total
Total no. 16-year-olds in 1979	A	58 821	55 481	114 302
Proportion of 16-year-olds in grade 9 in 1972/73		0.902	0.922	0.910
Proportion of 16-year-olds in grade 9 in 1975/76		0.910	0.931	0.920
Proportion of 16-year-olds in grade 9 in 1978/79 (estimate)	B	0.918	0.940	0.929
Total no. 16-year-olds in grade 9	AxB = C	53 998	52 152	106 150
No. 16-year-olds in grade 9 having home lang's other than Sw. (home lang)	D	2 994	3 248	6 245
No. 16-year-olds in grade 9 having Sw. as their home language (Swedish)	C-D = E	51 004	48 904	99 905
No. 16-year-old applicants in main group 1.1[1] eligible for first preference	F	48 494	48 037	96 531
Proportion of 16-yr-old applicants in main group 1.1[1] ineligible for first preference (estimate)	G	0.02	0.02	0.02
All 16-yr-old applicants in main group 1.1	(1+G)xF=H	49 464	48 998	98 462
All 16-year-old applicants[3] in "the free quota"[1]	I	1 067	777	1 844
All 16-year-olds applying direct from grade 9, home language	J	2 573	2 820	5 396
All 16-year-olds applying direct from grade 9, Swedish	H+I-J=K	47 958	46 955	94 910
Proportion of 16-year-olds, autumn term 1979, applying direct from grade 9, home lang.	J/D = L	0.86	0.87	0.86
Proportion of 16-year-olds, autumn 1979, applying direct from grade 9, Swedish	K/E = M	0.94	0.96	0.95
Proportion of applicants in "the free quota" admitted (estimate)[2]	N	0.85[2]	0.85[2]	0.85[2]
No. applicants in "the free quota" admitted	NxI = P	907	660	1 567
Total no. 16-year-olds admitted from main group 1.1	Q	41 776	40 534	82 310
No. 16-year-olds admitted from grade 9 direct, home language	R	2 152	2 270	4 424
No. 16-year-olds admitted from grade 9 direct, Swedish	P+Q-R = S	40 531	38 924	79 453
Proportion of 16-year-olds admitted from grade 9 direct, home language	R/D = T	0.72	0.70	0.71
Proportion of 16-year-olds admitted from grade 9 direct, Swedish	S/E = U	0.79	0.80	0.80

1) Main group 1.1 and "the free quota" are explained in section 1.5.
2) The proportion of applicants admitted to upper secondary school from "the free quota" is presumed to be somewhat greater (85%) than the proportion of applicants admitted from main group 1.1 (83%).
3) A small number of 15-year-olds are also included.

All figures not derived from other figures and not estimated are actual figures.